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ABSTRACT

Based upon data collected in a survey of students (N=500) and administrators (N=100) at 12 California community colleges, this guidebook provides background information and implementation strategies for the improved recruitment, retention, and placement of male and female students in non-traditional vocational programs. Part I examines legislation related to occupational sex discrimination and then: (1) differentiates between sex discrimination, sex bias, and sex stereotyping; (2) outlines the California community college vocational programs with imbalanced enrollments, that is, programs where over 79% of the students are of one sex; and (3) presents a model and guidelines for planning, implementing, and evaluating changes within vocational curricula. Part II examines survey findings as they relate to students enrolled in non-traditional programs. This section describes the demographic make-up of the students, their reasons for enrolling in non-traditional programs, the support services they require, and the seriousness of their intentions to find employment in their fields of study. Part III presents strategies for gaining institutional commitment to sex equity, improving student recruitment through increased public relations activities, enhancing student success using support and counseling services, and providing job market information and placement services. (JP)

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OPTIONS AND OPPORTUNITIES

A Community College Educator's Guidebook For Nontraditional Vocational Program Improvement

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First Edition, June 1980

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This guidebook for community college educators was created with the assistance of many persons who provided information and support to the study team during interviews and meetings throughout California.

The contents of this guidebook were derived from data collected through a student needs assessment survey of over 500 students and a systematic collection of sex equity practices and ideas from nearly 100 administrators, counselors, vocational instructors, students, and others—including job placement staff members. Additional help was received from a wide variety of agencies involved in research or services related to vocational education and sex equity issues.

The educators who helped make this guidebook possible are too numerous to mention individually; however, the twelve community colleges that provided a high level of cooperation and assistance in the student needs assessment and staff interviews are listed below in alphabetical order.

American River College
Sacramento

Cerritos College
Norwalk

Chaffey Community
College, Alta Loma

College of Alameda
Alameda

College of Marin
Kentfield

College of San Mateo
San Mateo

DeAnza College
Cupertino

Fresno City College
Fresno

Los Angeles Southwest
College, Los Angeles

Moorpark College
Moorpark

San Diego City College
San Diego

San Jose City College
San Jose

A note of appreciation is offered to the consulting staff of the Community Colleges Plans to Achieve Gender Equity (CCPAGE) project, who reviewed many of the strategies contained in this guidebook.

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PART I

Background Information on Nontraditional Vocational Education Programs

Part I

BACKGROUND INFORMATION ON NONTRADITIONAL VOCATIONAL EDUCATION PROGRAMS

Before undertaking the development and implementation of strategies for improvement of recruitment, retention, and job placement of students in nontraditional vocational programs, it is helpful to have an understanding of the context within which such efforts are to be made.

The improvement in recruitment, retention, and job placement for students in nontraditional vocational programs is part of a larger social, legal, and educational effort to improve sex equity or sex fairness* in public and private secondary and postsecondary schools everywhere in the country.

The focus of this guidebook is on vocational education, but vocational education as an integral part of a larger educational mission of community colleges. When improvements are made in providing better opportunities for students to enter nontraditional vocational programs, all of vocational education benefits as does the community college as a whole. Sex fairness in vocational education is not isolated from sex fairness in education.

Organization of Part I

This opening section, Part I, has three chapters. Chapter 1 provides the reader with an idea of how to use the guidebook. Chapter 2 offers a brief review of the major laws and terms related to nontraditional vocational education programs and sex equity, plus two reference tables. Table 1 shows enrollments in community colleges by gender, 1977-78; table 2 shows all of the nontraditional vocational programs in California community colleges with statewide enrollments of 300 or more students, 1977-78. Chapter 3 contains a brief description of a model for developing and implementing strategies for improving sex equity practices in vocational education, plus a set of guidelines for introducing change.

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*The terms *sex equity* and *sex fairness* are used interchangeably throughout this publication.

1 A FEW WORDS TO EDUCATORS

Recent federal vocational education legislation and social movements have made it imperative that all persons who desire vocational education have equal opportunity to its access.

"... social mores and biases discouraged men and women from entering or preparing for occupations that were considered 'unsuited' for their gender."

It is not so much that equal access was prevented in the past as that long-standing social mores and biases discouraged men and women from entering or preparing for occupations that were considered "unsuited" for their gender. Even though many of the barriers to employment or training opportunities have not been the fault of education, social responsibility and legislation have now made it important for community colleges and other career preparation agencies to take a pro-active stance in promoting the participation of men and women in vocational education programs that were nontraditional for them in past years.

The purpose of this guidebook is to help community college administrators, counselors, vocational education instructors, and other interested persons provide full assistance to those men and women students seeking enrollment in a vocational program that is—or, until recently, *was*—nontraditional for their gender.

This guidebook explores methods of improving community college efforts to *recruit, retain, and provide job placement services* to male and female students in nontraditional programs. A wide variety of activities will be examined—some requiring institutional action, such as adoption of goals related to sex fairness; some requiring the concerted effort of the faculty of a given department; some requiring the thoughtful self-assessment of personal attitudes and behavior that may be inadvertently discouraging students from asking for help in making career plans or decisions at a critical phase of their lives.

The information contained in this publication was derived from a variety of sources. The primary source of information was interviews with administrators, vocational education instructors, counselors, and students enrolled in vocational programs in 12 community colleges in California.

In addition to the interviews, a written student needs assessment survey was conducted with students enrolled in vocational programs in the 12 community colleges. *Over 500 students took part in this survey, of which 26 percent were enrolled in vocational programs that were nontraditional for their gender.* The key findings from this survey are presented in Part II of this guidebook, as well as in other sections where the findings are relevant to the material being presented.

Data gathered from the interviews and the student needs assessment survey have been augmented by information obtained during in-depth interviews with students who have found employment in nontraditional occupations. A large portion of this information was gained during this project's activities in 1980; some useful information was obtained during the previous year in a companion project aimed at identifying the barriers to nontraditional employment for women and men.[*]

Ideas for strategies contained in this guidebook came from the interviews, survey findings, and other studies and published materials. Some suggested strategies are accompanied by detailed explanations on how to use them, plus resources that might be helpful. These are called *Demonstration Strategies.* If, for example, a survey is offered as a strategy, a sample survey form is also presented. The worksheets and sample forms may be duplicated and used as they appear or they may be adapted to the specific requirements of the user.

Organization of Material and Use of This Guidebook

The material in this publication is organized into three major parts. Each of these parts has one or more chapters related to some aspect of the design or implementation of strategies for improving efforts to recruit, retain, and provide job placement services to male and female students in nontraditional programs.

> **"As more educators become aware of the needs of students in nontraditional vocational programs, the greater the potential impact of change can be."**

Various educators will be interested in different strategies, depending on their assignment or function in a college.

The material may be used in several ways.

- Individual educators can study the information and strategies; strategies can be used in their existing form or they can be adapted.
- A group of educators in the same department or in related departments can use the information, strategies, and material in this guidebook as the basis for discussions and planning to improve access or services in nontraditional vocational programs.
- A group of educators from different departments or functions (such as counselors and occupational instructors) can use the material as the basis for planning and taking cooperative action to make desired changes in nontraditional vocational programs.
- The information and strategies can be used by groups of educators in administration, counseling, student services, and appropriate occupational instructional areas to plan and implement a concerted effort to change or improve the college's overall opportunities and services for students enrolled in nontraditional vocational programs.

Each of these potential uses is at the option of the educators in a community college. As more educators become aware of the needs of students in nontraditional vocational programs, the greater the potential impact of change can be. The study team hopes that the educators who use this guidebook will find the material helpful and beneficial.

Some of the strategies contained in this guidebook may already be in use by a community college, but it is doubtful that all will be in use. Educators at each community college will need to make the decision on which strategies are appropriate for the students they serve.

The selection and implementation of various strategies in a community college should be undertaken with a view to the long-range educational consequences as well as the immediate need for compliance with various antidiscrimination laws. For example, employment for the handicapped has historically been founded on the assumption that handicapped women would stay sheltered in the home. This assumption needs to be examined by educators as women enter the labor market in increasing numbers. Nontraditional occupational opportunities must be provided for the handicapped regardless of gender.

Philosophically, vocational education is not limited to providing mechanical skills. It includes teaching students how to work with others. Nowhere is this more relevant than in vocational programs with men and women who are preparing for nontraditional occupations. Men in welding programs now must not only learn how to weld, they must learn how to work with welders who are women. Women nurses need to learn, as part of their occupational preparation, how to work side by side with nurses who are men.

The significance of these human and social realities must be clearly understood and diligently included in the occupational preparation that community colleges provide for their students.

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[*] For more information related to the barriers to nontraditional occupations, see ***CHOICES AND CHALLENGES: A Student Guidebook About Nontraditional Career Opportunities*** (1979). This can be ordered from: Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802. Price $2.75 plus sales tax.

2 REASONS FOR CHANGE

> "The doors to training and employment have been opened by federal and state laws, executive orders, and court decisions that prohibit sex discrimination."

Women are entering the work force in record numbers, the result of numerous and complex social forces. In twenty years, it is expected that the number of men and women employed in the work force will be equal. The feminist movement, changes in social values, civil rights laws and litigation, urbanization, technology, economic growth, inflation—all are factors affecting the number of persons entering vocational training and employment.

The doors to training and employment have been opened by federal and state laws, executive orders, and court decisions that prohibit sex discrimination. Most educators are familiar with the major provisions of such legislation. This guidebook offers a brief review of the four pieces of federal legislation critical to program planning. Two of these milestone laws relate to ending sex discrimination in employment while the other two comprise the legal framework for ending sex bias and discrimination in the classroom.

Legislation Related to Sex Discrimination in Employment

- **The Equal Pay Act of 1963**

  The Equal Pay Act forbids paying men and women different wages for doing essentially the same job. This applies to base pay, overtime, sick and vacation pay, and fringe benefits.

- **Civil Rights Act of 1964, Title VII**

  With some very limited exceptions, this law applies to all employers with 15 or more employees. It bans all discrimination in employment because of race, color, religion, *sex*, or national origin. It covers all terms and conditions of employment and holds the employer responsible for any discrimination that occurs within the employer's organization. In 1972, provisions of Title VII were extended to employees of all educational institutions, state and local governments, members of labor organizations, and users of employment services. Title VII is administered and enforced by the Equal Employment Opportunity Commission (EEOC).

Legislation Related to Sex Discrimination in Education

There is considerable overlap between the laws which apply to discrimination in employment and education. The following two laws deal most directly with education:

- **Education Amendments of 1972, Title IX**

  This law prohibits sex discrimination against students in all institutions receiving federal funds by grants, loans, or contracts. Discrimination in admissions is prohibited in vocational schools, graduate, professional, and public undergraduate schools. Title IX covers all aspects of education including access and admissions to all courses and programs, counseling and guidance services, athletics, student rules and policies, financial assistance, extracurricular activities, and employment.

  Title IX specifies that when a recipient college finds that a course or program contains a substantially disproportionate number of students of the same sex (80 percent or more is the guideline), it must take appropriate action to ensure that this imbalance is not the result of sex discrimination by counselors or counseling materials.

- **Education Amendments of 1976, Title II**

  Provisions of this legislation make vocational educators responsible for taking positive steps to overcome sex bias, sex discrimination, and sex stereotyping in all programs. It is important to note that rather than prohibiting discriminatory practices (which are already covered by Title IX, Education Amendments of 1972), this law requires that states take affirmative action to foster sex equity in vocational education.

These are brief descriptions of laws pertaining to sex discrimination in employment and education; they are not intended to offer expertise. It is important to note, however, that the individual's rights to equal vocational education and employment opportunities are protected by law. Program planners or administrators of vocational education programs may want to learn more about these and other related laws.

How Sex Discrimination Laws Affect Vocational Education

Charges have been made that today's sex discrimination laws favor women. This may be true, as many more women than men have been subjected over the past decades to discriminatory practices in education and in the workplace. A rebalancing is taking place.

Because of the extent of discrimination in the labor force toward women, it must be realized that the concept of *nontraditional occupations* is more applicable to women than to men. This leads to the need to understand the differences between sex discrimination, sex bias, and sex stereotyping. It also leads to an understanding of the term *sexual harassment.*

What Is the Difference Between Sex Discrimination, Sex Bias, and Sex Stereotyping?

Sex discrimination is any *action* which limits or denies a person or group from having equal opportunities, roles, privileges, or rewards on the basis of gender. Example: Nonexistent or poorly funded women's athletic programs at schools or colleges that have quality programs for men.

- *Overt* discrimination refers to open and unconcealed treatment that limits or denies one sex, but not the other. Example: When a female is not permitted to enroll in an automotive course because she is not a male.

- *Covert* discrimination appears to be fair and legal, but actually disguises discrimination against one sex. It is usually harder to distinguish when it is taking place. Example: When a young woman is admitted to an automotive course, but is not provided with locker space, shower cleanup facilities, or restrooms (which are provided for young men).

Sex bias refers to *behaviors* and attitudes that say, in effect, that one sex is superior to the other. Example: A male sales manager who seeks to promote men rather than women of equal qualifications because he believes that "men are better management material than women" exhibits sex bias.

Sex stereotyping confers *behaviors, abilities, interests, roles, or values* according to sex, not individuality. Examples: Men are aggressive, women are passive; men value power, women value sharing.

Sex equity or *sex fairness* refers to the efforts made by schools and employers to provide equal opportunities and treatment for men and women and to actively eliminate sex discrimination, sex bias, and sex stereotyping within the learning and working environment.

What Is Sexual Harassment?

Sexual harassment is not specifically defined by law, but refers to continual unwanted and uninvited sexual advances toward women or men at work or in school. These advances can take the form of verbal abuse such as insults, suggestive comments or demands; leering and subtle forms of pressure for sexual involvement or bizarre behavior; physical aggressiveness such as touching, pinching, patting, or can involve actual attempts to engage in sexual activity. At work, these overt or subtle actions may come from employers, supervisors, co-workers, or customers and clients. In school, such behavior may come from instructors or others in authority as well as other students. In either case, work or school, the recipients of sexual harassment are usually at a disadvantage because their success or advancement depends on how they respond to such situations. Even though there is no clear-cut legal definition of sexual harassment, it is not a joke. There have been successful court cases brought against employers who have been guilty of such behavior under Title VII of the 1964 Civil Rights Act.

Useful Definitions

The term *nontraditional* can lead the unwary program planner or administrator into a quagmire of confusion. There is a distinct vocabulary to be mastered!

Many of the terms used in referring to students and programs have their origins in legislation, regulations governing program funds, and the traditional usage found in higher education. Sometimes the terms can be confusing, at other times outright contradictory.

The following section describes a number of terms that are useful when thinking about the nature of nontraditional vocational education programs and the students who enroll in them.

What Is a Nontraditional Occupation?

The dictionary tells us that tradition is the handing down of beliefs, values, customs, or statements from one generation to the next by word of mouth or by practice as the basis for present behavior or practice. For the moment, we will not concern ourselves with why some occupations have been traditionally filled by persons of one sex or the other; we just know that there are lots of occupations in which this has occurred because of past beliefs and customs.

Therefore, it is easy to understand why the term *nontraditional occupation* is used to refer to the occupation of an individual in which the vast majority of other jobholders in the occupation are of the opposite sex. An occupation is considered traditional or nontraditional on the basis of the gender of the person holding it. For example, being a carpenter is considered a nontraditional occupation for a female because most carpenters are male. At the same time, a man who becomes a nurse or a secretary has a nontraditional occupation because most persons holding such jobs are women.

Who holds *what* jobs can change with time! At one time, the jobs of bank teller and telephone operator were almost entirely held by men. Women in such jobs were very "nontraditional." Today, women hold those jobs and men entering them are being employed in nontraditional occupations. During the Colonial period, many women were printers; forty years ago, most real estate salespersons were men. As times change, so do sex roles within occupations.

What Is a Nontraditional Student?

Nontraditional students make up the new clientele of many California community colleges. They are termed "nontraditional" because they are unlike students of past years—that is, students between the ages of 17 and 21 and recent high school graduates. Students of this latter group are now called "traditional."

There is no simple, all-inclusive profile for the nontraditional student. Nontraditional students include the physically, economically, socially, or culturally disadvantaged; displaced homemakers; minorities; ex-prisoners; refugees; retired senior citizens; low-income students, many of whom attend college part-time; and students who enroll and leave according to their needs. In contrast to the traditional student, the nontraditional student is typically older; more mature in behavior; self-directed; employed; and, more than likely, a parent. The nontraditional student may have fewer communication and computational skills.

As a point of clarification, the nontraditional student *may or may not* be enrolled in a vocational program. If the student is enrolled in a vocational program, it may be a traditional one—that is, one in which the majority of students are of the same gender—or it may be a nontraditional program.

What Is a Nontraditional Program?

"An individual is considered enrolled in a program not traditional to his or her sex if 80 percent or more of the enrollees in that program are of the opposite sex or if 80 percent or more of the workers in the occupation for which that program trains are of the opposite sex."*

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*Definition provided in the instructions for Vocational Education Program Assessment, PAVE, Program Self-Assessment Questionnaire (California State Department of Education, 1978-79), p. 14.

It is apparent from the above definition that a program is regarded as nontraditional *in relation to the student who enrolls in it.* Thus, an auto mechanics program is a traditional vocational program for the twenty male students enrolled in it and it is a nontraditional vocational program for the two female students enrolled in it. It is nontraditional for the females because 90 percent of the other students in the program are of the opposite sex.

We will use the term "nontraditional vocational program" interchangeably with the phrase "a student enrolled in a vocational program that is nontraditional for his or her gender."

Table 1 shows the aggregated distribution of enrollments by gender in vocational programs offered in California community colleges in 1977-78. It will be noted that the highest percent of female students are enrolled in programs related to Home Economics, Health, and Office/Business occupations. Conversely, women represent a relatively low proportion of total enrollments in programs related to Technical or Trade and Industrial occupations.

Table 2 provides a list of all vocational education programs being offered in California community colleges with 300 or more student enrollments in which 80 percent or more of the enrollments are of one sex. During 1977-78, there were 91 vocational programs (with 300 or more students enrolled in the state) that were imbalanced by 80 percent or more. Over twice as many of these vocational programs could be considered nontraditional for women enrollees (65 programs for women, 26 programs for men).

Nontraditional Vocational Program Opportunities for Men and Women in California Community Colleges

Based upon the data indicated in tables 1 and 2, the following vocational programs are nontraditional for men:

- Health Occupations
- Specific Home Economics Occupations
- Majority of Business and Office Occupations
- Specific programs in Trade and Industrial (i.e., Cosmetology, Textile Production, and Dressmaker)

Opportunities in nontraditional vocational education programs are greatest for women in:

- Agriculture
- Majority of Technical Education programs
- Majority of Trade and Industrial programs

The programs listed in table 1 offer a starting point for understanding the number and type of specific vocational programs that are nontraditional for men and women in California community colleges.

Table 1

DISTRIBUTION OF MEN AND WOMEN STUDENTS IN VOCATIONAL EDUCATION PROGRAMS IN CALIFORNIA COMMUNITY COLLEGES
1977-78

USOE Code	Vocational Program Area	Total Postsecondary Enrollment* (nearest 000's)	Percent of Total Enrollment WOMEN	MEN
01.00	Agriculture	27.2	34.9%	65.1%
04.00	Distributive Education	125.2	45.5	54.5
07.00	Health Occupations	64.3	74.7	25.3
09.01	Home Economics (Consumer/Personal)	70.2	81.3	18.7
09.02	Home Economics (Occupational)	37.4	85.0	15.0
14.00	Office/Business	266.2	60.7	39.3
16.00	Technical Education	91.0	20.5	79.5
17.00	Trade and Industrial	226.3	22.1	77.9
19.02	General Work Experience	2.5	40.0	60.0
	Grand Totals	910.3	47.8%	52.2%

*Does not include defined adults enrolled in community colleges.

Source. State of California Department of Education, Vocational Education System. Enrollments in Vocational Education Programs, Program Year 1977-78. Run date Feb. 1979.

Table 2

SUMMARY OF COMMUNITY COLLEGE VOCATIONAL PROGRAMS WITH IMBALANCED GENDER ENROLLMENTS

(300 or more statewide enrollments, 1977-78)

		Imbalanced Enrollment (80% or more one sex) Nontraditional for:	
USOE Code	Program Title	Males	Females
01.00	AGRICULTURE (Ag.)		
01.03	Agricultural Mechanics		x
01.0301	Power & Machines		x
01.0601	Forests (Conservation)		x
01.0102	Plant Science		x
01.0104	Farm Business Management		x
01.02	Agricultural Supplies/Services		x
01.04	Agricultural Products		x
01.06	Agricultural Resources (Conservation)		x
01.07	Forestry (Prod., Proc., Management)		x
01.99	Agriculture, Other		x
	Total Imbalanced Ag. Programs		(10)
04.00	DISTRIBUTIVE EDUCATION (DE)		
04.02	Apparel & Accessories	x	
	Total Imbalanced DE Programs	(1)	
07.00	HEALTH (HO)		
07.00	Health Education	x	
07.0101	Dental Assisting	x	
07.0102	Hygiene	x	
07.0301	Nursing, Associate Degree	x	
07.0302	Practical Nursing	x	
07.0303	Nursing Assistant (Aides)	x	
07.0307	Nurse, Other	x	
07.09	Medical Assisting (Office)	x	
	Total Imbalanced HO Programs	(8)	
09.00	HOME ECONOMICS EDUCATION (HE)		
09.02	Occupational Preparation	x	
09.0201	Care & Guidance of Children	x	
09.0202	Clothing Management & Production/Services	x	
09.0204	Home Furnishing, Equipment & Services	x	
09.0205	Institution & Home Management, Superv.	x	
	Total Imbalanced HE Programs	(5)	
14.00	BUSINESS EDUCATION (BE)		
14.0302	File Clerk		x
14.0499	Information Communication Occupations		x
14.07	Steno, Secy, Related		x
14.0702	Secretary		x
14.0703	Stenographer		x
14.0799	Steno, Secy, Related, Other		x
14.09	Typing and Related Occupations		x
14.0901	Clerk Typist		x
14.0999	Typist and Related, Other		x
	Total Imbalanced BE Programs		(9)
16.00	TECHNICAL EDUCATION (Tech.)		
16.00	Technical Education		x
16.01	Engineering Related Tech.		x
16.0103	Architectural Tech.		x
16.0104	Auto Tech.		x
16.0106	Civil Tech.		x
16.0107	Electrical Tech.		x
16.0108	Electronic Tech.		x
16.0111	Industrial Tech.		x

Table 2 (continued)

USOE Code	Program Title	Imbalanced Enrollment (80% or more one sex) Nontraditional for: Males	Females
16.0113	Mechanical Tech.		x
16.0601	Commercial Pilot Training		x
16.0602	Fire & Fire Safety Tech.		x
16.0603	Forestry Tech.		x
16.9902	Water & Waste Tech.		x
	Total Imbalanced Tech. Programs		(13)
17.00	TRADE & INDUSTRIAL EDUCATION (T&I)		
17.01	Air Conditioning		x
17.0101	Cooling		x
17.02	Appliance Repair		x
17.0301	Auto Body & Fender		x
17.0302	Mechanics		x
17.0303	Auto Specialization		x
17.0399	Auto Services, Other		x
17.04	Aviation Occupations		x
17.0401	Aircraft Maintenance		x
17.05	Blueprint Reading		x
17.0799	Commercial Art Occupations, Other		x
17.0999	Commercial Photo Occupations		x
17.10	Construction & Maintenance Trades		x
17.1001	Carpentry		x
17.1002	Electricity		x
17.1003	Heavy Equipment		x
17.1004	Masonry		x
17.1005	Painting & Decorating		x
17.1006	Plastering		x
17.1007	Plumbing & Pipefitting		x
17.1008	Dry Wall Installer		x
17.1010	Roofing		x
17.1099	Construction & Maintenance, Other		x
17.11	Custodial Services		x
17.12	Diesel Mechanics		x
17.14	Electrical Occupations		x
17.15	Electronic Occupations		x
17.1502	Industrial Electronics		x
17.1503	Radio/Television		x
17.22	Maritime Occupations		x
17.23	Metalworking		x
17.2302	Machine Shop		x
17.2303	Machine Tool Operation		x
17.2304	Metal Trades, Comb.		x
17.2305	Sheet Metal		x
17.2306	Welding & Cutting		x
17.2399	Metalworking, Other		x
17.2602	Cosmetology	x	
17.27	Plastics Occupations		x
17.30	Refrigeration		x
17.31	Small Engine Repair		x
17.32	Stationary Energy Sources		x
17.33	Textile Production & Fabrication	x	
17.3301	Dressmaking	x	
17.3601	Mill & Cabinetmaking		x
	Total Imbalanced Programs	(3)	(42)

GRAND TOTAL:
STATEWIDE IMBALANCED PROGRAMS 91

Number of Nontraditional Programs: For Males 26
For Females 65

Source: Carvell Education Management Planning, Inc., from Student Enrollment Data, 1977-78, VE 48 forms.

3

A CONTEXT FOR PLANNING

This guidebook is concerned with the development and use of strategies for improving the recruitment, retention, and job placement of students who are enrolled or interested in nontraditional vocational programs.

Thoughtful educators know that strategies must be designed and used with an idea about the needs of the situation and the expected outcomes. It is possible to fall into the trap of using inappropriate methods for the circumstances or the people involved. Properly thought out and used, strategies are tools for attaining desired outcomes. Improperly used, they can become a laundry list of gimmicks which lead to frustration and confusion without attainment of desired goals.

> **"It is possible to fall into the trap of using inappropriate methods for the circumstances or the people involved."**

STRAT•E•GY: The science or art of combining resources to reach a desired goal; a plan, method, or series of maneuvers for obtaining a specific result or outcome.

In order for strategies to be effective, five planning elements are needed:

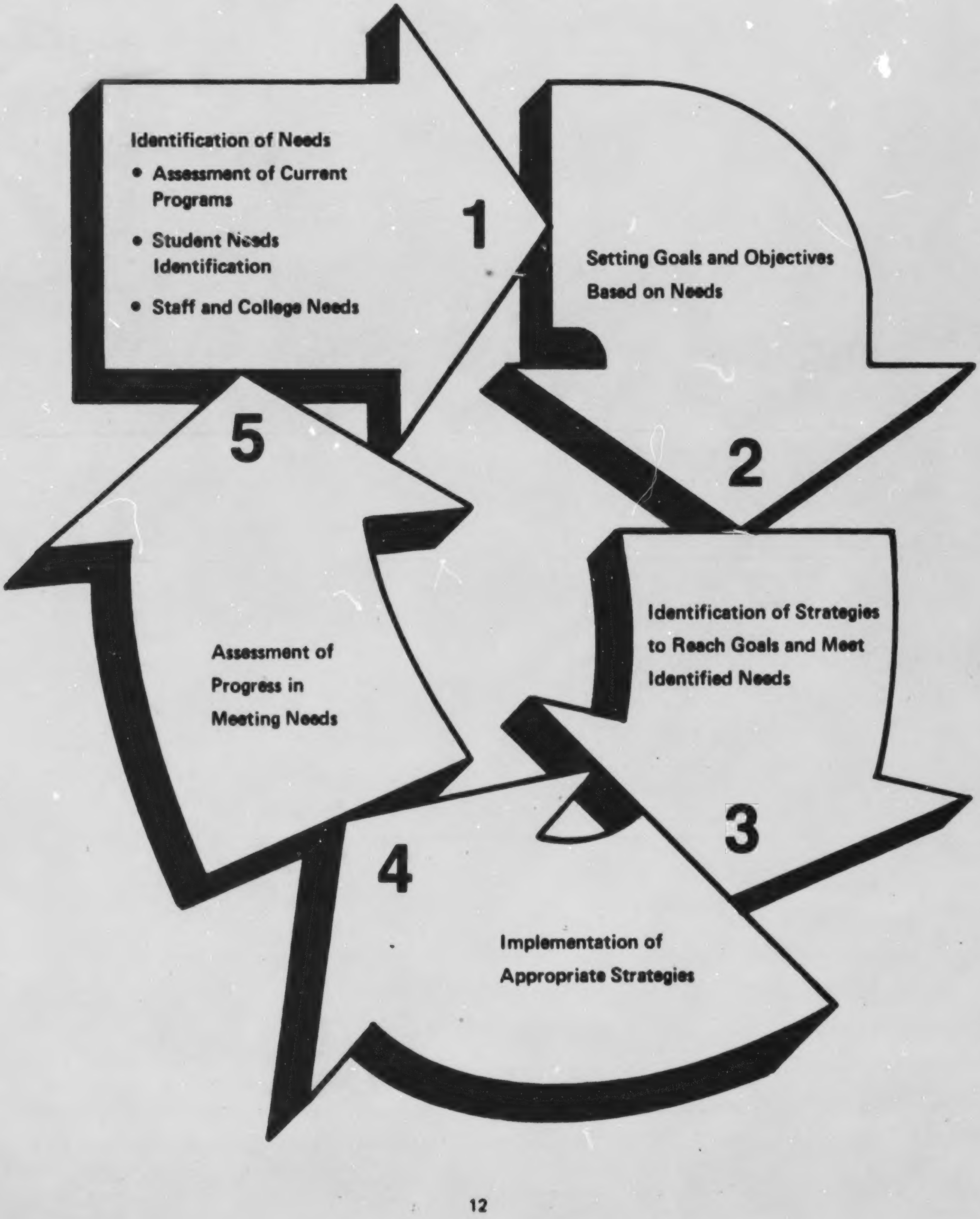
1. *Identification* of the needs or problems to be resolved.
2. *Goals and objectives* must be set so that the identified needs/problems can be solved.
3. *Strategies* must be designed, based upon the goals and objectives. Keep in mind the available resources that can be employed in meeting the goals and objectives.
4. *Implementation* of strategies must occur in a planned and orderly manner.
5. *Assessment* of the effectiveness of each strategy or set of strategies must be initiated. Assessment is to determine the extent to which the needs/problems have been resolved and the goals attained.

The relationship between these five elements is shown in figure 1. The Model for Development and Use of Strategies indicates that the effective attainment of goals requires a careful understanding of the problem (identification of needs) and objective feedback (assessment) of the methods and resources used to solve the problem.

"Few serious problems in education go away because of a one-time attempt to solve them."

Figure 1

MODEL FOR DEVELOPMENT AND USE OF STRATEGIES FOR IMPROVEMENT OF GENDER EQUITY IN VOCATIONAL EDUCATION


1
Identification of Needs
• Assessment of Current Programs
• Student Needs Identification
• Staff and College Needs
2
Setting Goals and Objectives Based on Needs
3
Identification of Strategies to Reach Goals and Meet Identified Needs
4
Implementation of Appropriate Strategies
5
Assessment of Progress in Meeting Needs

If one of the five elements is overlooked or poorly done, the chances of successful outcomes are diminished. In order to be successful, the planning that goes into the selection of strategies must be pervasive and continuous. By *pervasive* we mean that persons who will be affected by the strategy or who will have responsibility for its being carried out should be involved in the process of planning. By *continuous* we mean that as long as the total need is not met, some action remains to be done.

Few serious problems in education go away because of a one-time attempt to solve them. Furthermore, many problems in education call for more than a single strategy or solution. Cooperation between various departments, professional staff members, and persons at different levels in the organization is a vital requirement for lasting solutions.

Within the context of planning to 1) improve college efforts in student recruitment for nontraditional vocational programs; 2) improve methods of retaining students who enroll in such programs; and 3) render better assistance to such students in finding appropriate-level, full employment, the following explanations are offered for each element in the planning process shown in figure 1:

1. **Identification of Needs**: So far as nontraditional vocational programs are concerned, at least three areas of need should be reviewed. First, review existing vocational program enrollments to determine which, if any, programs have an unbalanced enrollment pattern (over 80% of one gender). Second, should some vocational programs fall into the unbalanced category, determine the reasons for the imbalance by talking to or surveying students, counselors, instructors, or other knowledgeable persons at the college or in the community. Third, identify the needs of the college staff in meeting the desired outcome of improving the enrollment balance in programs that call for such action.

2. **Setting Goals and Objectives**: Within the framework of the needs or problems identified at the college, establish the desired outcomes or goals. Decide the timeframe within which stated goals are to be met or satisfactory progress is to be made. This may mean setting a date for a review of the progress and the designation of a person or group of persons to be responsible for taking action.

3. **Identification of Appropriate Strategies**: Usually a need or a problem can be attacked by more than one course of action. In selecting a strategy or strategies, one must consider the amount of time it will take to carry out a desired change. Who is best qualified or has the most knowledge to deal with a problem? Generally speaking, if too many people are involved in a problem-solving activity, responsibility is vague and the actions tend to be indecisive.

> **"Do not make strategies more complicated than the problem."**

In addition, it may take an excessive amount of time and money. On the other hand, by limiting the action to a chosen few persons, other persons who are directly affected by the outcome have had no voice in the process—that is, they have not been able to "buy in" to the solution. As a result of this, they may actively resist the solution. There are times when a small group is mandatory; there are other times when it is better to involve a large group of persons *who are directly involved* with the problem in seeking a solution. Although it may require more time and money, a lasting solution, acceptable to the majority of persons involved, is good management practice.

The best strategies are often the simplest and most direct. Do not make strategies more complicated than the problem. When designing a strategy, answer the following questions:

- What identified need or goal is the strategy intended to meet?
- What action or activities are required to meet the need or achieve the desired goal?
- What resources will be needed to carry out the action or activities that are called for—funds, special expertise, facilities, or equipment? Are needed resources available or can they be obtained?
- Who will be responsible for taking action or carrying out the designated activities? How will the person or persons know that they are responsible for taking the prescribed action?
- When should the desired activities be started? When should they be completed?

Answers to these questions will help ensure that you are not merely engaged in a lot of activities rather than a planned set of actions to reach a goal.

4. **Implementation of Appropriate Strategies**: Once a strategy or appropriate strategies have been selected, taking steps to see that the plan is implemented becomes the major task at hand. Someone has to be responsible for carrying out whatever activities have been decided upon. This phase of

the process calls for organization and direction on the part of the people who are involved. It is important that a time be established for initiation of activity as well as indicating when things should be completed. It may take longer to reach a goal or objective than one may have originally planned, but it is better to set a time for completion and then extend the time as necessary than to leave the matter open-ended.

See Demonstration Strategy 6 in chapter 5 for a sample worksheet that can be used as a guide for planning and monitoring the progress of a strategy or set of strategies.

5. **Assessment of Progress**: Assessment of progress depends on how well those persons who are involved in the strategy can define the need and the stated goal. Simply stated, assessment or evaluation is the process of determining whether or not satisfactory progress has been made in meeting a need or reaching a stated goal. Some needs will be continuing ones; therefore, the assessment problem is one of finding out whether measurable progress has been made toward meeting the goal.

There are two factors that are vital to assessment:

Quantitative means of measuring progress require asking questions that have precise, numerical ways to record answers. Referring to the Worksheet for Implementing Strategies shown in Demonstration Strategy 6, questions could be devised for measurable answers; i.e., was the goal achieved within the prescribed amount of time? In terms of resources expended, what real dollar cost was involved? In-kind costs? A second example might be that of a community college's goal to improve gender balance in a specific vocational program through intensive recruitment efforts in the feeder high schools. It is important to measure the gender balance *before* and *after* recruitment efforts are undertaken in order to know the effectiveness of the strategy. This answer is quantifiable—either in terms of actual student head count or in percentage of enrollments.

> **". . . the greater the extent to which people are involved in planning and implementing change, the greater chance these changes have in succeeding."**

Qualitative means of measuring progress require questions about attitudes and human perception. This is not as easy to measure, but it is not impossible to ask students who were recruited if they felt that they made the right choice in taking a specific vocational program. Instructors can be asked if any particular instructional changes occurred as a result of the changed gender balance in the program. In human terms, the quality of the solution should be measured as well as the quantitative factors.

Guidelines for Introducing Change

The context for planning briefly outlined in this section emphasizes a comprehensive approach to improving sex equity or sex fairness practices in vocational education programs and support services. Often, improving such practices means creating changes in the way people do things. Research on change indicates that the greater the extent to which people are involved in planning and implementing change, the greater chance these changes have in succeeding. Increasing enrollments in nontraditional vocational programs, improving retention rates, and improving job placement services for nontraditional vocational students calls for care in determining which strategies to use and when to use them.

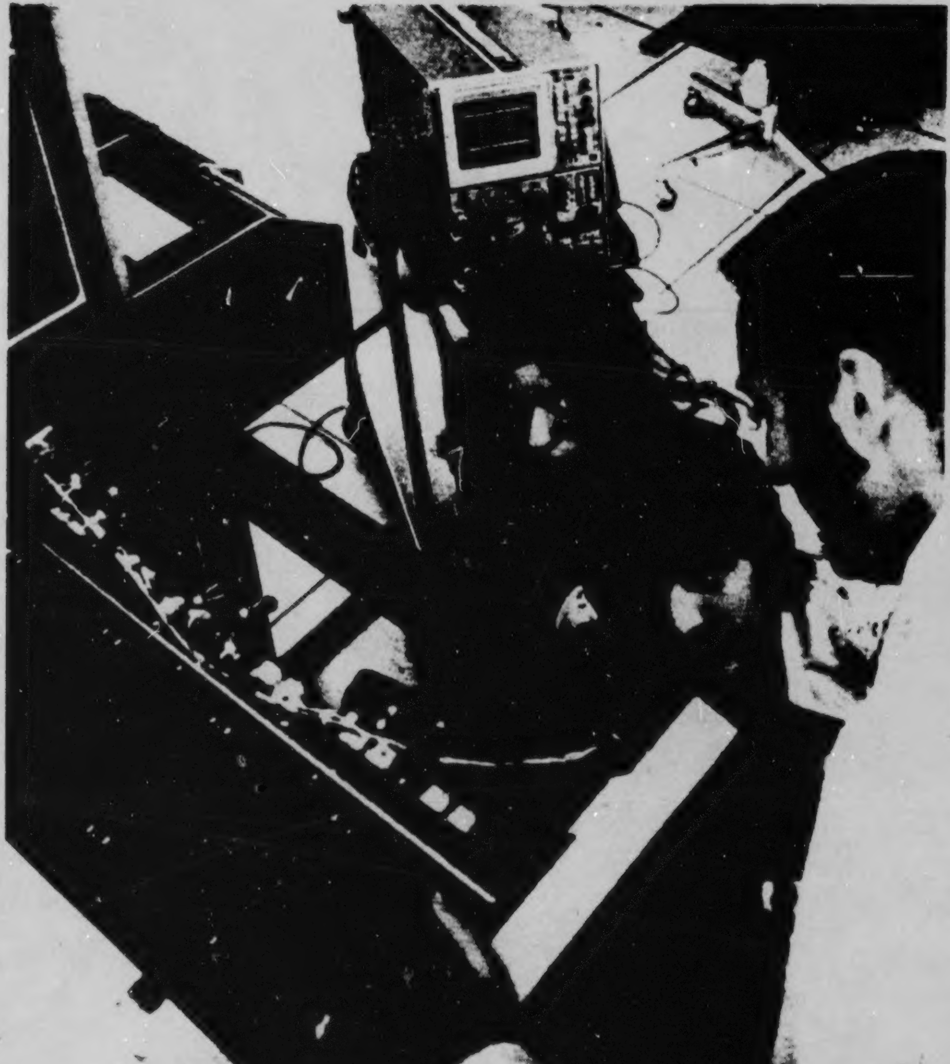
Above all, it is important to recognize that the approach or pervasive attitude that is taken to select a strategy may be more important than the particular strategy chosen. Consequently, the *attitudes* of vocational educators in the college cannot be ignored in the process of adapting the model for development and use of strategies described previously. Recognizing the attitudes of those who hold sex bias or sex stereotypic viewpoints is an important factor in helping to eliminate such attitudes so that sex fairness practices can prevail.

The following suggestions may be helpful in making necessary changes:

- ✓ **Remember that change is a continuous process.**
- ✓ **Build readiness for change** among those persons who will be affected by it by involving them in the planning process.
- ✓ **Maintain continuous communications** with those who are participating in the planning and implementation of needed changes.
- ✓ **Select only the strategies that are suited** to the identified needs or established goals for improved sex equity rather than numerous unrelated activities.
- ✓ **Select and use strategies that are mutually supportive** and form a comprehensive approach.

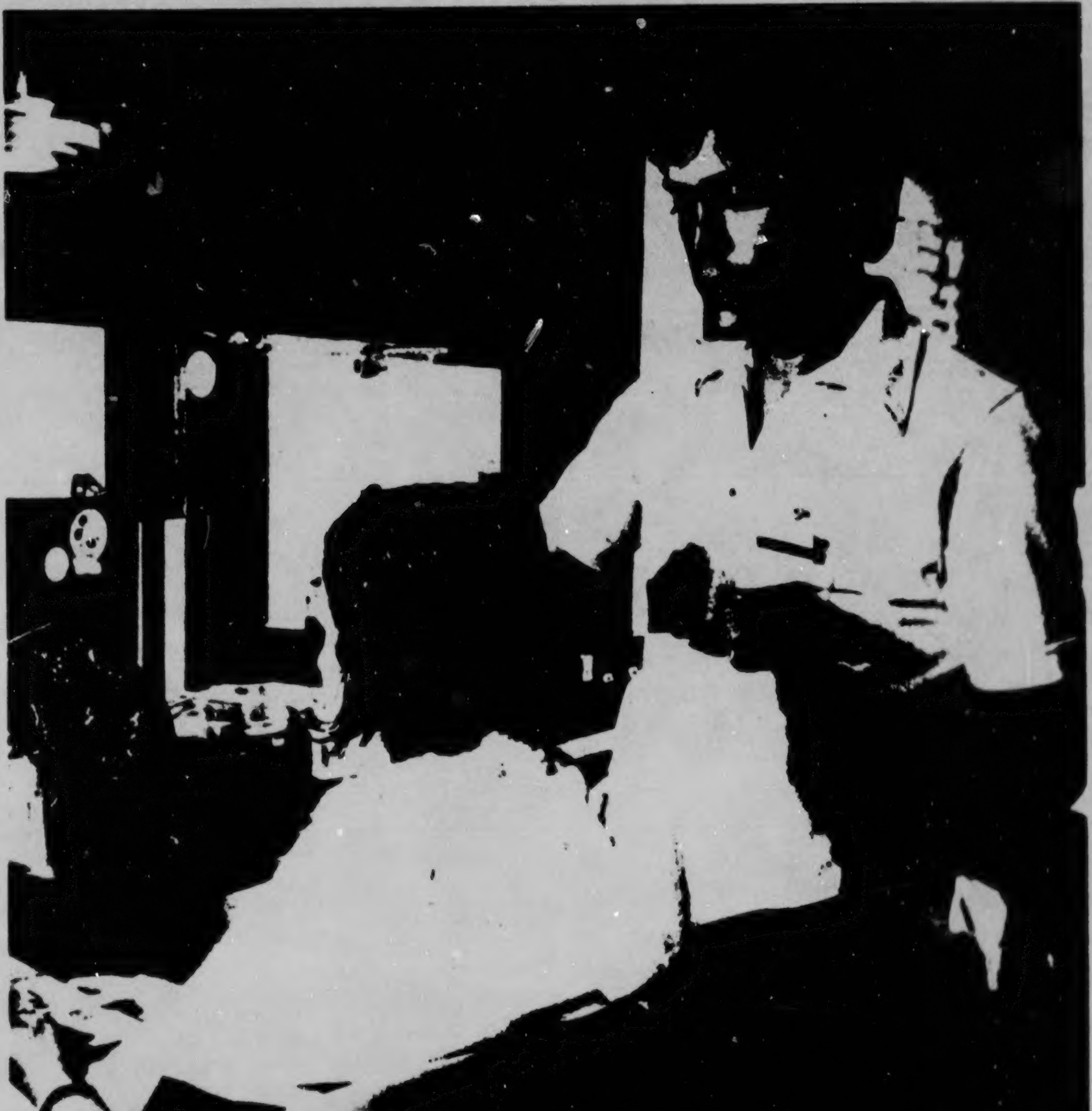
- **Limit the number of strategies** to be implemented at one time by the same individuals. Leave everyone some energy to do the other things that are demanded of them.
- **Start with a few small or highly visible strategies** and get them moving so that some determinable results can be seen. This will help sustain larger or longer-range changes that may be undertaken.
- **Provide sufficient group meetings** for those responsible for implementing strategies so that problems and progress can be discussed. This helps people exchange ideas and gain support for what they are doing and may keep small problems from becoming large ones.

These suggestions may help make the process of changing and improving sex equity practices in vocational education a more satisfying human experience for those involved and make the outcomes more lasting for the college and programs at stake.



PART II

Highlights of Student Needs Survey



Part II

HIGHLIGHTS OF STUDENT NEEDS

Part II of this guidebook contains the cornerstone upon which strategies should be based for improvement of recruitment, retention, and job placement of students in nontraditional vocational programs. That is, strategies based upon an understanding of the characteristics and needs of students who enroll (or want to enroll) in nontraditional vocational programs.

This part contains a single chapter showing the results of a student needs assessment survey conducted in 12 community colleges. Over 500 students enrolled in vocational courses offered in these community colleges were included in the survey. The results have been organized to answer ten questions about students who are enrolled in vocational education programs that are nontraditional for their gender; these results should be of interest to vocational educators and counselors. As a preliminary exercise, can you answer any of these questions?

- What are some of the demographic characteristics of students who enroll in nontraditional vocational programs?
- Why do students take nontraditional vocational programs?
- What problems do students encounter after they enroll in nontraditional vocational programs?
- How serious about finding employment are students who take nontraditional vocational programs?

Answers to these and other related questions are summarized in chapter 4.

4 PROFILE OF STUDENTS

Who Enroll in Nontraditional Vocational Education Programs

The interests and unique characteristics of students who enroll in vocational education programs that are nontraditional for their gender offer a means of "reality-testing" strategies for nontraditional program improvement.

> **"Educators can improve the services to and the successes of nontraditional students when they know who they are and what they want."**

The study team gathered information from students of 12 community colleges, using a student needs assessment survey instrument. The surveyed students were enrolled in vocational education programs having student members who were nontraditional enrollees. At least one vocational program with nontraditional enrollees was surveyed at each participating community college.

The student needs assessment survey included a total of 514 students, of which 208 (40 percent) were women and 306 were men. *All* students who were in class on the day the survey was conducted were asked to participate and their written replies to the questionnaire contributed to the survey findings. Thus, data were gathered from students traditional to the programs as well as from those students who were nontraditional.

> **"Of the 208 women surveyed, 42 percent were enrolled in nontraditional vocational programs."**

In addition to the written survey, men and women students who were involved in classes or programs that were nontraditional for their gender were interviewed to learn about their goals, motivations, interests, and experiences.

Other related factors are:

- Three out of four students surveyed were enrolled in a traditional vocational program for their gender.
- Of the 208 women surveyed, 42 percent were enrolled in nontraditional vocational programs; of the 306 men surveyed, 16 percent were enrolled in nontraditional vocational programs.
- In total, 28 vocational education courses were surveyed in the 12 community colleges. Of these, nine courses were nontraditional for men and 19 were nontraditional for women. The former involved health occupations, business education, and cosmetology; the latter were from a wide array of trade and industry programs including computer technology, meat-cutting, welding, and auto mechanics.

The student sample was identified at each college on the basis of vocational programs in which there were nontraditional enrollees so that a sufficient number of such students would be surveyed. Even though the sample was not selected randomly, the survey results provide valuable insights concerning the needs and characteristics of men and women who enter a vocational program which is not traditional for their sex (as well as other vocational students). Educators can improve the services to and the successes of nontraditional students when they know who they are and what they want.

The results of the survey were analyzed in four groups: male students in traditional vocational programs; female students in traditional vocational programs; male students in programs nontraditional for their sexual gender; and female students in programs nontraditional for their gender.

The student needs assessment survey results are presented here as replies to a series of questions. These questions involve the problems and characteristics of students who enroll in what are, for them, nontraditional vocational programs.

1 What Are Some of the Demographic Characteristics of Students Enrolled in Nontraditional Vocational Education Programs?

Answers to this question are of value in assessing the effectiveness of recruitment efforts for such programs. Highlights of the student survey indicate:

- The major proportion of nontraditional vocational program enrollments were women. About three out of four women enrolled in nontraditional programs were Anglo; two percent were Black, seven percent were of Hispanic origin, and ten percent were Asian/Pacific.

- Women were more likely to enroll in vocational programs that were nontraditional for their gender. As a result, the number of men who were enrolled in nontraditional vocational programs in this survey were about half the number of the women. White males comprised 58 percent of this group; Black men, 18 percent; and Hispanic men, 12 percent. Both Anglo and Hispanic men were under-represented in nontraditional programs relative to the number of these groups enrolled in traditional programs. In this survey, Black men were represented to a larger extent in nontraditional programs than they were in traditional ones.

- Thirty-nine percent of the women surveyed in nontraditional programs fell into the 20 to 30 age group, compared to 49 percent of the women in traditional programs; however, 34 percent of the women in nontraditional programs were between 31 and 45, compared to only 21 percent of the women in traditional vocational programs. Fifteen percent of the nontraditional women were over the age of 45, compared to nine percent of the other women.

- Sixty-five percent of the nontraditional men were between the ages of 20 to 30, compared with 54 percent of their traditional male counterparts.

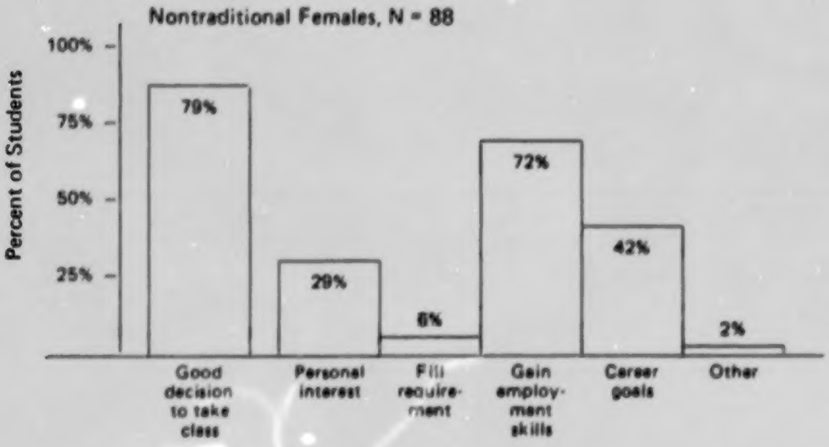
Survey results indicated that the greatest inroads being made in nontraditional vocational programs were by Anglo women, who were generally older than women enrolled in traditional vocational programs. Although nontraditional vocational programs attracted Asian/Pacific women, both Black and Hispanic women were under-represented in such programs. Black males appeared to be the largest segment of men attracted to nontraditional vocational programs. A substantial portion of these men were in the 20 to 30 age group.

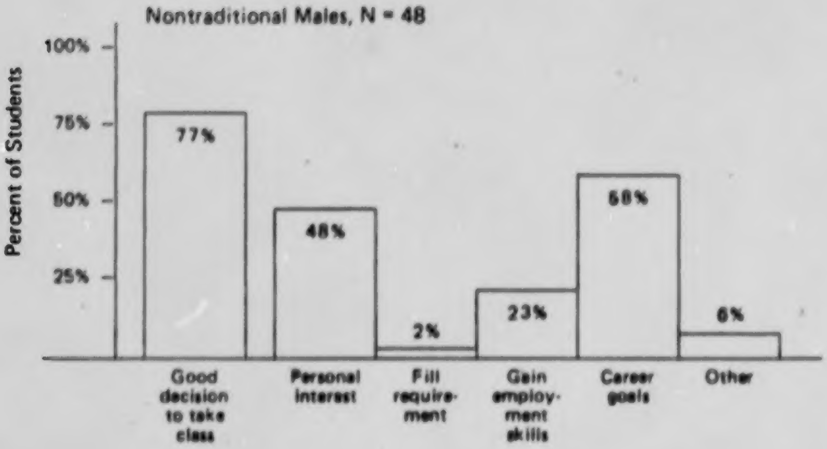
2 Why Do Students Enroll in Vocational Programs That Are Nontraditional?

Women enrolled in nontraditional programs *to gain employment skills.*

Men enrolled in nontraditional programs *for career goals and for personal interest.*

Both groups indicated they made *a good choice* to take the program in which they were enrolled.


Nontraditional Females, N = 88

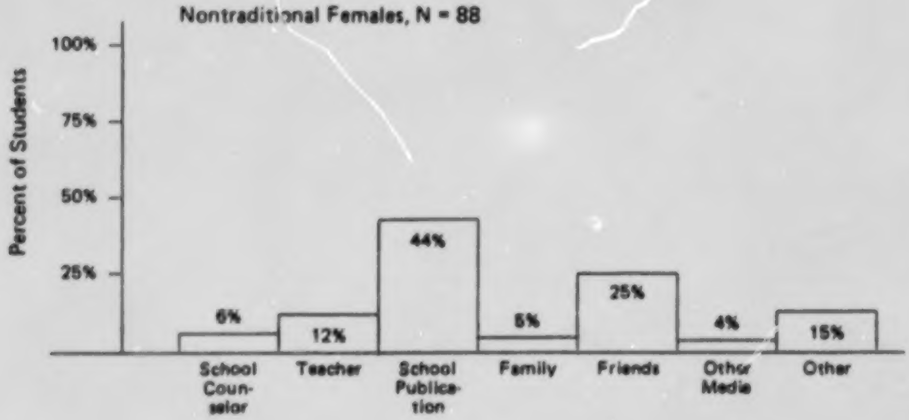

Nontraditional Males, N = 48

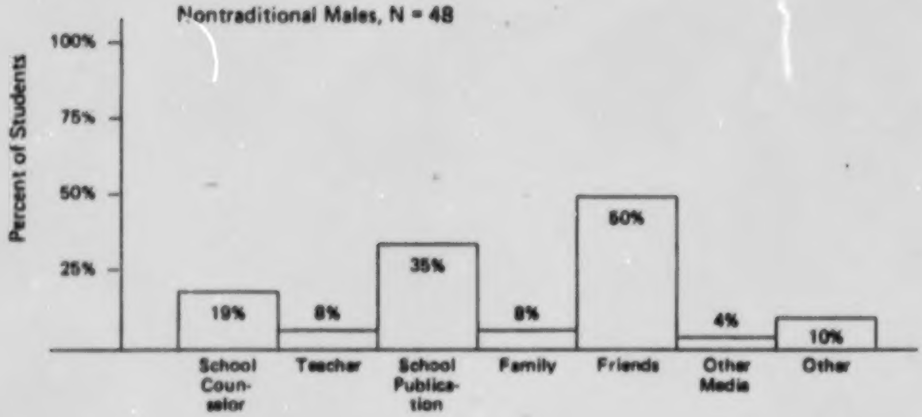
3 How Did Students Find Out About the Nontraditional Vocational Program They Are In?

Women students in nontraditional programs *used school publications* to find out about the program in which they enrolled.

Men students in nontraditional programs *used friends* to find out about the program in which they enrolled.

Men students in nontraditional programs were three times more likely to have *used counselors* to find out about their programs than were women students in nontraditional programs.





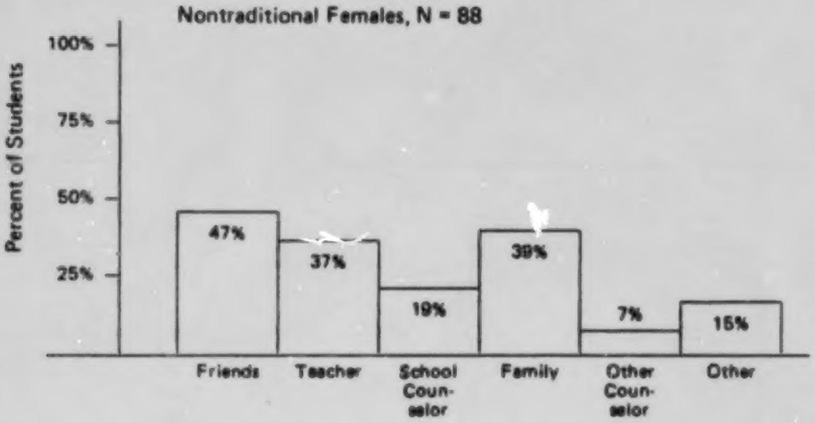
4

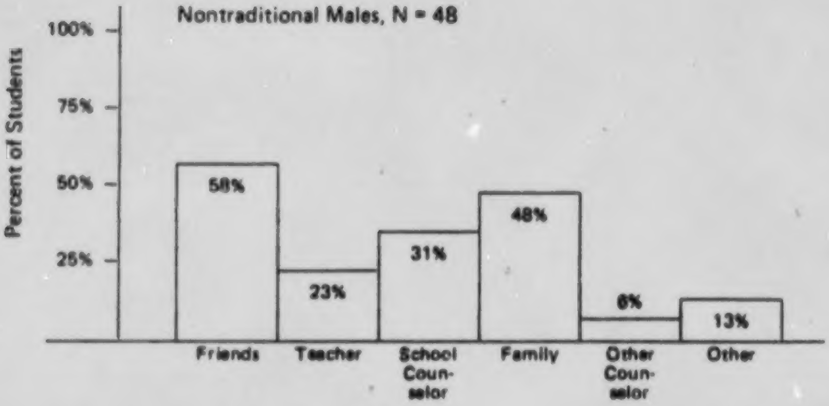
Where Do Nontraditional Vocational Education Students Obtain Support While in the Process of Enrolling in Their Program?

Both women and men enrolling in nontraditional programs found support greatest from *friends and family*.

Within the school system, women were more likely to obtain their support from *teachers* than from counselors.

The opposite was true of men enrolling in nontraditional programs in that they were more likely to obtain their support from *counselors* than teachers.





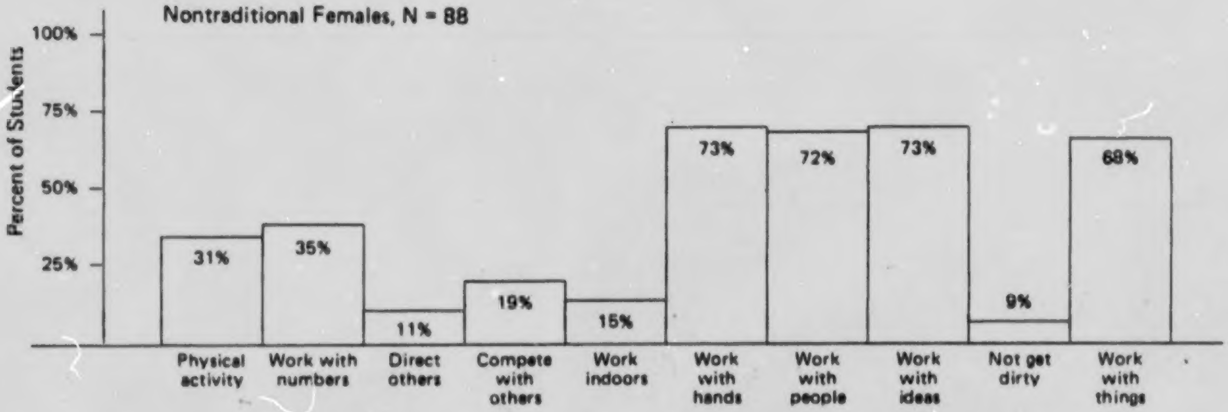
5 What Are the Interest Patterns of Students Who Enroll in Nontraditional Vocational Programs?

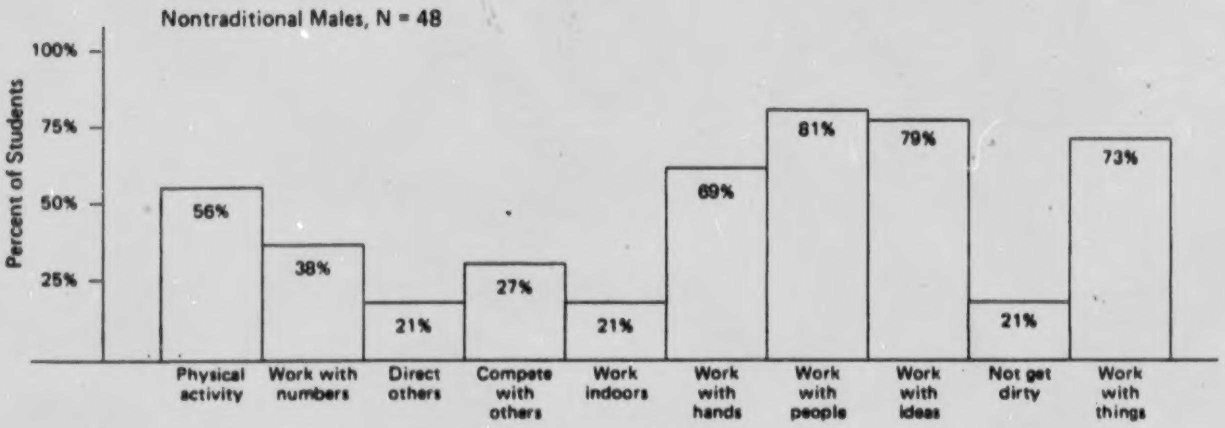
Women enrolled in nontraditional programs expressed interest in working with their hands, people, ideas, and things. They did not particularly want to direct others and were not highly competitive.

Men enrolled in nontraditional programs expressed interest in working with people first, followed by things and ideas.

No group of students in the vocational programs sampled was highly competitive. The most competitive were men enrolled in traditional vocational programs (34%).

Men enrolled in nontraditional programs were more likely than any other group to want to direct others, but only one in five expressed this.


Nontraditional Females, N = 88


Nontraditional Males, N = 48

6 What Educational Background Do Students Have Who Enroll in Nontraditional Vocational Programs?

One out of five women enrolled in a nontraditional program had previously taken at least two shop courses. These women were five times more likely to have taken shop courses than their sisters enrolled in traditional programs.

Men enrolled in nontraditional programs were more likely to have taken math, science, and health courses than were men in traditional programs. But men in traditional programs were three times more likely to have taken shop courses. Thus, men in nontraditional programs probably resembled students in college preparatory programs in high school more than men in traditional vocational programs.

7 What Problems Do Nontraditional Students Encounter After They Enroll in Their Programs?

About three-fourths of the men and women enrolled in nontraditional programs said they had no particular problems with the vocational programs in which they were enrolled.

Eighteen percent of the women enrolled in nontraditional vocational programs indicated they had some difficulty understanding the *subject matter* in the programs in which they were enrolled.

Men enrolled in nontraditional vocational programs tended to complain more than others about the physical demands of the program (15%) and about being able to relate to the instructor (10%).

Women enrolled in nontraditional programs said they had no difficulty meeting the physical demands of the program.

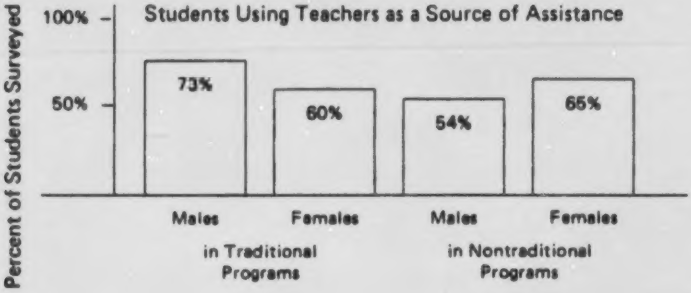
Over 70 percent of the students in nontraditional vocational programs found the instructional materials used appropriate for both sexes; however, although only 3 percent of the women found the materials slanted toward men, 22 percent of the men in nontraditional programs found the materials strongly slanted toward women.

Both men and women enrolled in nontraditional programs found the physical facilities equally convenient for both sexes. Most complaints were raised by women enrolled in shop/lab courses who said they needed more convenient, private shower and locker areas.

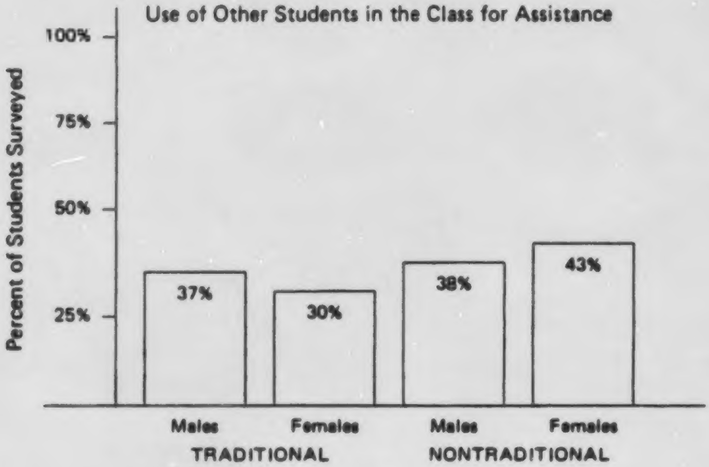
8 What Areas of Special Help Do Nontraditional Students Need and Where Do Students Obtain Assistance and Support After Enrolling When They Need It?

Men enrolled in nontraditional programs were more likely than women students in nontraditional programs to indicate a need for financial aid (25% and 14%, respectively).

Teachers were a major source of assistance for all vocational students, whether or not they were enrolled in a traditional or nontraditional program.



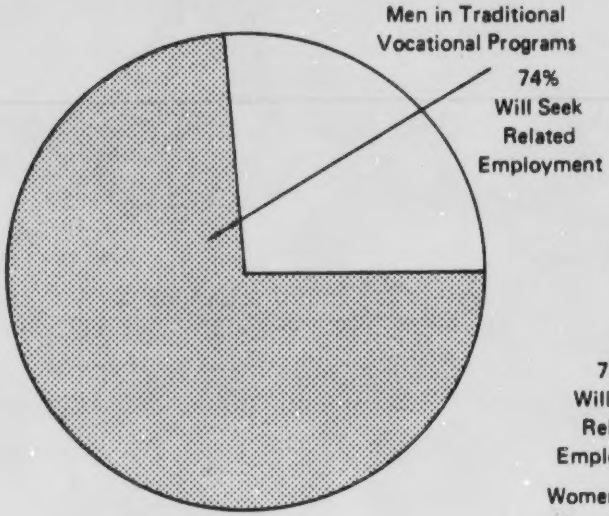
Women students in nontraditional programs were more apt than any other group to use other students in the class as a source of assistance (43%).



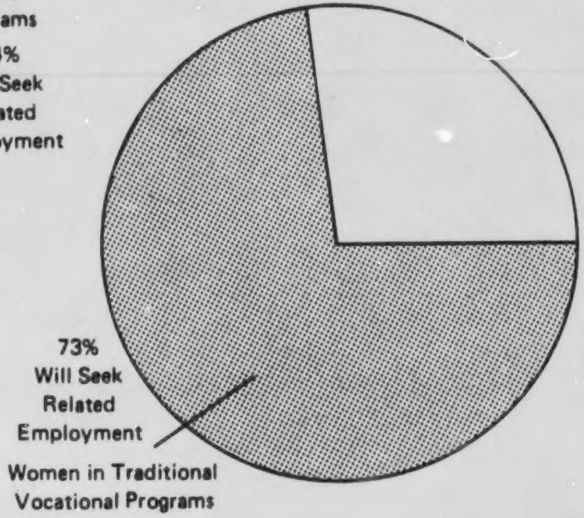
9 How Serious Are Students in Nontraditional Vocational Programs About Finding Employment Related to Their Training?

Eighty-one percent of the women in nontraditional programs indicated they will seek related employment upon completion of the program and were the highest proportion of all groups to indicate follow-through in relation to preparation for employment.

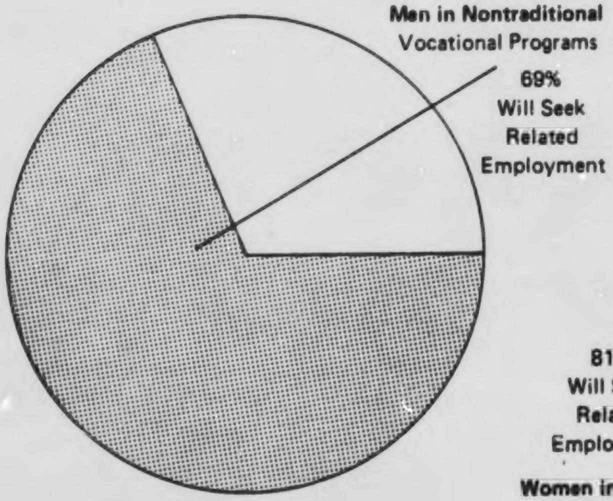
Traditional Males, N = 258



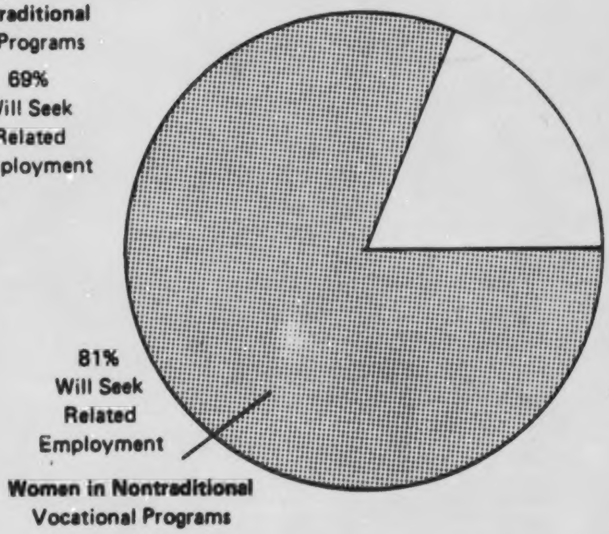
Traditional Females, N = 120



Nontraditional Males, N = 48



Nontraditional Females, N = 88



10 What Resources Do Students Plan to Use in Finding Employment?

All vocational students recognized that they will play a major role in looking for and finding work after they complete training. Men in nontraditional programs indicated they were their own main source for a job search.

Women in nontraditional programs were more likely than any other group to expect assistance from the school placement center in their search for a job after training.

Newspaper want ads were thought to be a good source of job information in that between 31 to 38 percent intended to use this source. Students enrolled in traditional programs were less likely to indicate this as a source than were those enrolled in nontraditional programs.

COMPARISON OF THE RESOURCES STUDENTS WILL USE TO SEEK EMPLOYMENT AFTER TRAINING

	Percent of Students Using Resource			
	Traditional Programs		Nontraditional Programs	
Job Search Plans and Intended Use of Resources	Men	Women	Men	Women
Self-Initiated Job Search	55%	65%	58%	48%
Newspaper Want Ads	31	31	38	36
School/College Placement Service	30	30	19	34
Referrals by Friends	32	20	25	23
Employment Office (State or Private)	16	17	19	18

Answers to the foregoing ten questions provide a frame of reference for recognizing the characteristics and needs of students in nontraditional programs. These questions should be answered in some fashion by educators at any college wishing to improve the quality of programs and services for students interested in nontraditional vocational programs. Later, in the section containing sample strategies, an example of a student needs assessment form is provided as a guide for obtaining the answers. This form may be adapted or used as deemed appropriate by vocational educators and counselors.

Beyond the specific answers to these and other possible questions is the need to understand the nature of the problems and attributes of nontraditional program students so that they can be better advised and provided necessary assistance.

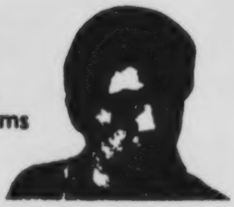
Interestingly, as one learns more about students who are enrolled in programs which are nontraditional for them, one gains greater insight about the needs of regular vocational students.

As noted earlier, the characteristics of men in nontraditional vocational programs are sufficiently different from those of women enrolled in nontraditional programs that the two groups cannot be treated the same. In order to identify the major differences that should be considered, the following highlights of the student survey are presented.

Source: CARVELL Education Management Planning, Inc., compiled from student needs survey responses, March 1980.

HIGHLIGHTS

of Survey Responses From Men in Nontraditional Programs



Although exceptions occur, the following patterns were noted for men in nontraditional programs:

- There was no difference between them and other groups of vocational students about the belief that they made a good decision to take the vocational program in which they were enrolled (75% or more of all vocational students surveyed said they made a good decision).
- They were more likely than other vocational students to have enrolled in their program because of personal interest and least likely to say they were trying to gain specific employment skills.
- They were more likely than any other group of vocational students to have heard about their program from friends rather than from school-related sources of information.
- They tended to have taken an earlier educational program that included more math, science, and health courses than traditional male vocational students. They appeared to have been more prepared for academic or college transfer programs than typical vocational students in that they were three times less likely to have taken any shop course in previous schooling.
- They were more likely to be "people-oriented" in their concerns than traditional men or nontraditional women.
- They were less likely to be interested in working with their hands or getting dirty.
- They were more likely to be interested in working indoors.
- They were more likely to be interested in working with numbers than most other vocational students.
- They did not differ in any major respect from other vocational students in that they were not interested in competing with others or giving others directions.
- They were more likely than men students in traditional programs or females in nontraditional programs to want and to seek assistance from school counselors. They were slightly more likely to have problems relating to teachers than do females in nontraditional programs.
- They were more likely to need financial assistance than traditional men vocational students and nontraditional vocational women students.
- Two out of three nontraditional vocational men planned to seek jobs related to their programs. They were more likely to look for a job on their own than to use the school placement services.

HIGHLIGHTS

of Survey Responses From Women in Nontraditional Programs

With exceptions, the following patterns were found for women in nontraditional programs:

- The women were satisfied with their decision to take a nontraditional program.
- They were more likely to have enrolled in their program to gain employment skills.
- Many heard about their vocational program from school publications. This paralleled women students in traditional programs.
- They were five times more likely to have taken earlier shop courses than women in traditional programs. They tended to take more math courses than vocational students of either sex, but no more science or health classes than women in traditional programs.
- They showed a high interest in working with people, ideas, things, and their hands. They accepted the physical demands of their programs; they were more willing to work with numbers than traditional vocational students of either gender.
- They did not indicate high competitiveness or an interest in directing others; they were about average with women in traditional programs.
- They showed strong independence. They felt less need for special help than any other type of vocational student; however, one nontraditional woman in five had problems with subject matter.
- They were more likely to seek help from teachers and other students when encountering problems and less likely to get help from a counselor than other women or nontraditional males. In these respects, they were similar to men in traditional programs.
- Four out of every five nontraditional women will seek related employment. This group represents the greatest percentage among surveyed students who plan to seek employment related to vocational training.
- They indicated they were expecting to use college placement services. This is significant, indicating perhaps that the majority of these women do not expect to gain easy access into nontraditional careers and will seek help in reaching their goals.

WARNING
CONCLUSIONS CAN BE DANGEROUS!

Cautious Use of Survey Findings

The findings from the student needs assessment survey that are highlighted here provide an interesting insight on the opinions and characteristics of both men and women who enroll in nontraditional vocational programs in California community colleges. However, there are a number of factors that must be kept in mind when drawing conclusions and developing plans or selecting strategies for vocational programs at any particular community college. Here are a few of the warnings that one should keep in mind:

- The findings highlighted here are indicative of the ideas and characteristics of students in nontraditional vocational programs in the colleges surveyed *today*. These patterns may not apply to every community college, and they may certainly change over time. In many respects, students currently enrolled in nontraditional vocational programs are the vanguard for those who will follow in coming years. Many of the students surveyed are breaking sex-role barriers and possess a sense of independence and determination that subsequent students who enroll in nontraditional vocational programs may not need to possess.

- The pattern of opinions and attitudes of the nontraditional students reported here may be affected by the fact that, in most cases, they are a *relatively small number* in relation to traditional vocational education students. As the balance of men and women moves toward equilibrium in vocational programs, the dynamics of sex fairness practices in such programs will change.

  What students consider important when there are only a few nontraditional students in a program may not be the same as when there is a balance between men and women students in the same program.

- One must *guard against stereotyping the nontraditional vocational student* in the same way that traditional vocational students have been stereotyped. For example, some nontraditional vocational programs for men call for roles that are nurturing and supportive in nature; some vocational programs with women enrolled are physically demanding. Stereotyping men who enter nontraditional programs as less manly or women who enter nontraditional vocational programs as unwomanly is unwarranted and detracts from the idea that work itself has intrinsic value for people and provides satisfactions and challenges, regardless of gender.

These factors, along with others, should be kept in mind when using the student needs information presented here for planning. The information is useful as a starting point for looking at the needs of students, whether or not they are enrolled in a nontraditional vocational program. In this light, the strategies that are suggested in the following section are intended to improve vocational opportunities for all students. As is often the case, when steps are taken to improve the opportunities and learning conditions for one set of students, the benefits are derived by all students who wish to gain the necessary skills, knowledge, and attitudes to work in any occupation in which they have the desire and ability to succeed.

PART III

Strategies for Meeting Student Needs in Nontraditional Vocational Programs

PART III

STRATEGIES FOR MEETING STUDENT NEEDS IN NONTRADITIONAL VOCATIONAL PROGRAMS

Strategies for recruitment, retention, and job placement of students in nontraditional vocational programs should be based on the needs of the students to be served. Such strategies should be integrated with existing college programs and services; build upon those things that *already exist* as well as attempt to implement needed new or different strategies.

Strategies for meeting student needs in nontraditional vocational programs may require the coordination of vocational faculty, counselors, administrators, and persons in the employment community. The latter group is often outside the community college itself; this requires that educators make a special effort to establish and maintain direct contact with employers.

For convenience, the strategies are placed in three categories:

1. **Institutional-Level Strategies:** These strategies include such things as conducting needs assessments, identifying programs that are out of gender balance, attitude assessments of staff and students, developing goals and policies related to sex equity, and implementation of staff development and inservice efforts. Responsibility for institutional-level strategies falls primarily upon administrators who should provide leadership and motivation in setting the direction for desired changes and assessing success in meeting needs. This does not mean that administrators should act alone. They must communicate with others and involve such groups as faculty, counseling staff, advisory committees, and, as appropriate, students.
2. **Counseling and Student Support Services:** These strategies relate to a wide variety of efforts—student recruitment, testing, providing career information, group and individual counseling about programs and occupational choice, cooperation with instructors in providing needed information and student services, financial aid, child care, and other required support services. Critical to these strategies is preparation of students for the job ahead, provision of job placement services for students in nontraditional vocational programs, and adequate student followup to determine the effectiveness of the steps that have been taken to assist such students.
3. **Curriculum and Instruction:** These strategies relate to curriculum materials, course content, methods of instruction, creation of a sex fair learning environment, equitable student support facilities (lockers, restrooms, showers, etc.), tutorial and developmental assistance for students who need it in order to succeed, development of supportive relationship between the teacher and students and among the students of both sexes in vocational programs. These strategies fall largely in the domain of instruction, but as in other areas of need, responsibility for their success must be shared by administrators and other persons in the college.

Organization of Part III

This part contains four chapters. To begin, chapter 5 outlines strategies that are an institutional-level responsibility. This is because of the need for a college-wide understanding, acceptance, and commitment to improvement of sex equity practices in vocational programs.

The remaining chapters concentrate on strategies related to student recruitment (chapter 6), student retention (chapter 7), and job placement (chapter 8). There is some overlap of the strategies that might be applicable for more than one of these areas, but in order to reduce the number that are presented, each strategy appears in just one category.

Each chapter contains a list of strategies and suggestions on which college personnel should be involved with each strategy. Also, each chapter contains a few demonstration strategies that are described and accompanied by necessary forms or other resource material for *adaption* or use of the strategy.

5

STRATEGIES FOR SEX EQUITY

To Improve Sex Equity Practices in Vocational Programs/Services

The success of any strategy depends, in general, on the cooperation and commitment of persons in a single program, department, or group of administrators. Responsibility for making lasting changes must be shared by faculty, counselors, and other staff as well as administration.

> **"Interviews held at the community colleges that participated in the development of this guidebook demonstrated the need for the formal adoption of goals. . . ."**

This chapter outlines strategies that deal with institutional-level issues of sex equity in vocational education. Most of these strategies are the responsibility of administrators at various levels in the college. There is no distinction made in the level of administration that should be involved in planning and implementing these strategies. Each community college has its own administrative organization and priorities. Thus, the choice of persons to be assigned responsibility is left undesignated in this guidebook.

Interviews held at the community colleges that participated in the development of this guidebook demonstrated the need for the formal adoption of goals and/or objectives related to improving sex equity. American River College in Sacramento has achieved this and serves as a model for other colleges that wish to establish similar goals.

Aside from the need to have goals and objectives as a unifying theme for selecting appropriate strategies and measuring progress, institutional responsibility for sex equity falls into several other categories. These categories are used as the basis for grouping related strategies that are described in this chapter.

- Goal-Setting and Policy Review for Sex Equity
- Sex Role Stereotyping (among staff and students)
- Staff Development (administrators, instructors, and counselors)
- Staffing Patterns (nontraditional role models in vocational instruction and administration)
- Monitoring Progress and Assessing Results of Sex Equity Strategies
- Research and Program Improvement

The following section contains brief descriptions of strategies related to each of these areas of need. Each strategy is accompanied by a suggested level of participation for various persons in the college or community. The levels of participation are 1) major involvement and responsibility; 2) providing assistance; 3) being informed about what is being done.

This chapter contains six Demonstration Strategies that are accompanied by explanations of how to use them and necessary forms that can be adapted by the user. In this chapter, as in the others to follow, the suggested strategies are intended to stimulate the ideas of educators rather than to be rigorously followed. Other ideas can be found from employment programs and research efforts at both state and national levels.[1]

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[1] Louise Vetter, National Center for Research in Vocational Education, R&D Series No. 150, ***Factors Influencing Nontraditional Vocational Education Enrollments: A Literature Review***, suggests additional strategies that may be helpful for increasing nontraditional program enrollments.

EXAMPLE OF GOALS AND OBJECTIVES FOR SEX EQUITY*

GOAL: To take immediate, positive steps to begin to eliminate inequalities as they relate to sex and ethnicity.

OBJECTIVE 1

To take positive steps to reduce any inequalities that may exist in the numbers of male and female staff members in instructional and administrative areas on campus; to work toward bringing the percentage of minority staff up to a number that will approximate the percentage of minorities in the community.

OBJECTIVE 2

To make a special effort when hiring in instructional areas which are now nontraditional for men to hire men instructors, and when hiring in instructional areas which are now nontraditional for women, to hire women instructors, so that students will have role models representing both sexes in every instructional area on campus.

OBJECTIVE 3

To make a positive effort to enroll students in areas which are nontraditional for their sex.

OBJECTIVE 4

To eliminate sex distinctions that appear in the schedule of classes.

OBJECTIVE 5

To evaluate program brochures to ensure that sex bias and sex stereotyping do not exist.

OBJECTIVE 6

To bring the results of followup studies to the attention of the counselors, faculty, and administration in such a manner that affirmative action to incorporate the recommendations will be required.

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*Taken from: American River College Goals and Objectives and Implementation Plans, 1979-80. College Research Office, Nov. 1, 1979.

SUGGESTED STRATEGIES RELATED TO INSTITUTIONAL PLANS AND ACTION FOR SEX FAIRNESS

Area of Need	Description of Strategy	Level of Participation for People*				
		Administration[1]	Instructors[2]	Counselors[2]	Students[2]	Other Groups[3]
Goal-Setting and Policy Review for Sex Equity	• Identify all existing vocational courses with gender imbalance in student enrollments. (See Demonstration Strategy 1, page 37.)	●	•	o		o
	• Review former and current sex fairness practices related to vocational education programs and services. (See Demonstration Strategy 2, page 39.)	●	•	•		o
	• Review existing community college policy statements, educational goals, and program objectives for references to sex fairness. Develop *written* statements as needed to cover major omissions. (See Demonstration Strategy 3, page 41.)	●	•	•		
	• Propose needed goals or policy statements to top-level administration or board of trustees for formal adoption and implementation.	●	•	•	•	•
Sex Role Stereotyping	• Conduct attitude survey of vocational educators and counselors regarding sex role stereotyping. (See Demonstration Strategy 4, page 45.)	●	•	•		•
Staff Development	• Involve vocational educators, counselors, and other appropriate college personnel (including classified staff) in inservice and professional development activities to raise awareness of sex bias and sex stereotyping in treatment of students.	●	•	•		o
Staffing Patterns	• Fill instructor vacancies (full and part time) in vocational programs with nontraditional instructors.	●	o	o		o
	• Employ instructor aides, peer counselors, and resource personnel who are nontraditional for the positions as role models.	●	•	•		o
	• Introduce administrative internships for women so that they gain necessary experience to qualify for regular openings when they occur.	●	o	o		o

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[1] Includes all levels of district and college administration.
[2] Full- and part-time, day and evening.
[3] Advisory Committee, employers, community groups, and others.

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* ● Primary responsibility or major participant in activity or action.
• Consultive or assists in carrying out activity or action.
o Informed of activity or action, progress, or results.

SUGGESTED STRATEGIES RELATED TO INSTITUTIONAL PLANS AND ACTION FOR SEX FAIRNESS

Area of Need	Description of Strategy	Level of Participation for People*				
		Administration[1]	Instructors[2]	Counselors[2]	Students[2]	Other Groups[3]
Monitoring Progress and Assessing Results	Form a faculty committee (administrators, instructors, counselors) to review changes in sex fairness practices and report findings each year in a short written document.	●	•	•		○
	Conduct a student needs assessment of students who enroll in vocational programs that are nontraditional for their gender. Report findings to counselors and vocational faculty. Distribute a written report to appropriate college staff. (See Demonstration Strategy 5 for a sample student needs assessment form, page 48.)	•	●	●	•	○
	Form a citizens advisory committee to review sex fairness practices and student enrollments in vocational programs for proper gender balance.	●	○	○		•
Research and Program Development	Develop and write a grant application or proposal for VEA funding for special projects related to staff inservice, curriculum development, student support services, or job placement efforts related to students enrolled in nontraditional vocational programs for their gender.	●	•	•		•
	Develop a specific work plan for implementing strategies for improving sex equity in vocational programs and support services at the college. (See Demonstration Strategy 6 for a worksheet for recording the major actions and assignments of such a plan, page 52.)	●	•	•		•
	Conduct an employer survey to determine attitudes and needs related to the hiring and advancement of men and women in nontraditional occupations.	•	●	•		•

1

DEMONSTRATION STRATEGY

INVENTORY AND IDENTIFICATION OF NONTRADITIONAL VOCATIONAL PROGRAMS

- **Rationale and Purpose of Strategy**

The first step in determining the need for improving access to nontraditional vocational programs for men and women is to identify the enrollment pattern by sex for all currently offered vocational education programs at the college. This inventory should include all day and evening courses/programs, those offered on and off campus, and those offered during each academic term, including summers.

- **Procedures to Follow**

The basis for determining vocational programs that are out of balance in terms of enrollment by gender is to use the enrollment data reported to the state on VEA forms (CCOE 48's). Use the enrollment reports for the most recent reporting period or any designated reporting period for which the inventory would be useful for planning. Follow these steps in conducting the inventory and analysis:

1. Summarize the enrollments for each vocational program by sex for the designated reporting period. Record the USOE code, course title, enrollments by sex for each vocational course/program. Include all vocational programs offered during the reporting period.

2. Once the student enrollment by sex has been recorded, compute the percentage distribution for each program. Indicate or identify all vocational programs that are out of gender balance by 80 percent or more. (If you wish, identify those vocational programs that are moderately out of balance. Many educators consider a program to be moderately out of balance when enrollment of one sex falls into the range of 66 to 80 percent, but there are no current legal guidelines for defining this category.)

3. After determining the enrollment balance by gender for each vocational program, compile a list of programs that are nontraditional for men and nontraditional for women using the 80-percent guideline as the means of such identification.

4. Use the list of imbalanced vocational programs as the basis for discussions with instructional staff and/or counselors in assessing the reasons for the imbalanced enrollments.

- **Resources**

See following material.

WORKSHEET FOR INVENTORYING GENDER BALANCE IN VOCATIONAL PROGRAMS
AND IDENTIFYING NONTRADITIONAL PROGRAMS

Period for which enrollments
were reported: ____________

USOE Program Code	Program Title	Total Enrollment (Both Sexes)	Number		Percent		Enrollment Balance		
			Males	Females	Males	Females	OK	Moderate (66-80%)	Out of Line (80%+)

(Duplicate as needed to record enrollments for vocational programs offered by your community college)

2

DEMONSTRATION STRATEGY

REVIEW OF FORMER AND CURRENT SEX FAIRNESS PRACTICES RELATED TO VOCATIONAL EDUCATION PROGRAMS AND SERVICES

- **Rationale and Purpose of the Strategy**

A major part of improving the opportunities of students in nontraditional vocational programs is to review existing practices and compare them with some former period, say five years previously. The purpose of this strategy is to assist vocational program managers, instructors, and counselors to examine a variety of institutional practices that facilitate or inhibit the attainment of sex fairness. The number and type of practices that could be included in such a review may differ at each college; therefore, this exercise must be tailored to the needs of each college. This review provides a framework for taking a systematic look at certain practices and can be used as a starting point for the identification of other practices that may need to be modified or implemented.

- **Procedures to Follow**

All college administrators responsible for managing vocational programs should participate in the review of practices that affect sex fairness. Other persons who should be involved in such a review include vocational instructors, counselors, and advisory committee members. The following steps are suggested as a guide for conducting such a review.

1. Duplicate and distribute copies of the sample worksheet for reviewing former and current sex fairness practices. This worksheet contains 10 examples of practices that may facilitate or inhibit attainment of sex fairness in vocational programs. The worksheet should be distributed to all appropriate persons. They may be assembled in a group and asked to fill out the forms or the forms may be distributed on an individual basis, with persons filling them out and returning them to a designated person for review. Usually, the latter is the person responsible for management of vocational programs.

2. Once the worksheets have been returned, responses should be tabulated and summarized in order to compare earlier and current practices. After summarization, consider these questions:

   - Are there current major problems that were not deemed major during the previous comparison period?

   - Have some of the earlier major problems diminished in importance? If so, can the reasons be identified?

   - Is there a difference among persons who participated in the review about which problems are most important? (Instructors as compared with counselors or administrators or advisory committee members, etc.)

   - Did the participants identify practices currently causing problems that were not listed in the ten sample items? If so, compile a list of these problems and input them in the planning process.

3. After the review process has been completed and the practices identified that are considered to be of major importance, provide feedback to all of the persons who participated. If this was done in a group meeting, the feedback can be immediate. If the form was distributed and collected individually, then a short memo informing people of the results should be sent to them.

4. Once the review process has ended and the major problems have been identified, establish a set of priorities for dealing with these problems. Some of the problems of lesser stature may be included in the list of priorities, but the plan for action should address itself to the major problem areas.

5. Using the Worksheet for Implementing Strategies, page 53, list each identified need or problem, the action to be taken, resources required, persons responsible for implementation, and the startup and termination dates for the actions.

- **Resources**

See following material.

REVIEW OF FORMER AND CURRENT SEX FAIRNESS PRACTICES

INSTRUCTIONS: Listed below are 10 practices that may facilitate or inhibit attainment of sex fairness in vocational education. In the space provided, rate such practices in your college/district currently and five years ago.		Don't Know	A Major Problem	Something of a Problem	A Minor Problem	No Problem
1. Involvement of instructors, counselors, and vocational administrators in inservice or professional development activities raises their awareness of sex fairness issues.	5 years ago					
	Currently					
2. Tendency to employ vocational teachers for subjects traditionally related to their gender (women in home economics, men in auto shop, etc.).	5 years ago					
	Currently					
3. Rules or prerequisites that deny enrollment to vocational courses based on the gender of a student.	5 years ago					
	Currently					
4. Quotas or other practices limiting the number of men or women admitted to certain vocational programs.	5 years ago					
	Currently					
5. Unwritten or informal policies that identify certain vocational programs for one gender or the other.	5 years ago					
	Currently					
6. Practice of counselors to suggest vocational programs that are traditional for the gender of the student being counseled.	5 years ago					
	Currently					
7. Practice of counselors to discourage students from entering vocational programs that are nontraditional for their gender.	5 years ago					
	Currently					
8. Practice of vocational instructors to be reluctant toward wanting nontraditional students in their courses.	5 years ago					
	Currently					
9. Practice of considering the gender of a student when making work assignments, cooperative education placements, or job placement referrals.	5 years ago					
	Currently					
10. Availability of career information materials for students and counseling staff that show opportunities and options in nontraditional careers.	5 years ago					
	Currently					

After rating each of these practices, identify by numbering which practices are most in need of action in order to improve the opportunities for students in nontraditional vocational programs. Are there other practices or problems that should be addressed that are not listed above?

Position of respondent: _____ Instructor _____ Counselor _____ Administrator _____ Other

Gender: _____ Male _____ Female

5. Once the goals inventory has been completed, the results should be tabulated and the sex fairness goals with the highest level of support should be summarized in a manner that can be communicated to the vocational instructors, administrators, counselors, advisory committees, and board of trustees. If appropriate, a set of goals or policy statements related to sex fairness in vocational education might be drawn up for review and possible adoption by the board of trustees or other appropriate policy-making body at the college.

- **Resources**

See following material.

Handicapped (hearing impaired) student, Drafting program.

3

DEMONSTRATION
STRATEGY

REVIEW OF FORMAL SEX FAIRNESS GOALS, OBJECTIVES, AND POLICY STATEMENTS

- **Rationale and Purpose of the Strategy**

In addition to reviewing the current and past sex fairness practices related to vocational education, it is important to assess the extent to which a college has placed in writing a set of goals, objectives, and/or policy statements related to sex fairness. Unless such statements appear in the printed materials that are used in the day-to-day communications of the college with students, instructional staff, and community at large, they tend to fade as one crisis overshadows another in the ongoing operations of the college. The purpose of this strategy is to help vocational education administrators and instructors clearly articulate the formal position of the college on sex fairness in vocational education and to help in the recommendation of necessary goals, objectives, or policies should they be absent from the formal statements adopted and accepted by the college.

- **Procedures to Follow**

All administrators and instructors who are responsible for the development and delivery of vocational education programs and services should be concerned about the clear statement of sex fairness goals and related objectives. (For purposes of this strategy, the specific differences between goal statements, objectives, or policy statements are not critical. The major concept here is that such statements be in writing and communicated to all segments of the college community as needed.) The steps suggested as a means of inventorying the status of sex fairness goals, objectives, or policy statements are outlined below.

1. Official documents of the college, such as policy manuals, accreditation reports, self-study reports, student or faculty handbooks, college catalogs, class schedules, and other printed media should be reviewed for any formally adopted statements related to the college's position on sex fairness in vocational education (as well as for the college as a whole).

2. If formal statements related to sex fairness in vocational education appear in any of the sources noted above, collect them and assess the extent to which such statements are consistent and practical for purposes of planning strategies for improving recruitment, retention, and job placement efforts in nontraditional vocational programs. This assessment is the responsibility of vocational program managers, but it should be shared by appropriate faculty members and advisory committees.

3. Even if some formal statements appear in college printed materials, a review should be made for oversights that may have occurred. If this is the case, or if there are no formal goals for sex fairness in vocational education, a survey of appropriate goals and objectives should be conducted. The attached goal and policy statement inventory can be used as a guide for such a survey.

4. Using the suggested goal inventory sheet (or other suitable means of surveying needs), appropriate vocational education faculty, administrators, counselors, advisory committee members, and student representatives should be surveyed to determine the extent to which these groups are familiar with and supportive of certain goals or objectives that can be used for planning and program improvement in relation to sex fairness practices.

   The manner in which the survey is conducted depends upon the time and resources that can be devoted to the activity. The worksheet can be mailed or otherwise distributed to advisory committees; the form can be distributed, completed, and discussed at a regular faculty meeting or special group meeting. Students can be surveyed in selected classes or former students can be sent the form by mail. The point of the goal inventory is to obtain the widest-based ideas and suggestions for setting priorities and establishing a framework for action. Therefore, obtaining the widest range of opinions is valuable within the limits of time and resources.

   The process of determining sex equity goals should include a sexually balanced group of faculty, students, and community representatives so that the viewpoints of both women and men are used in establishing priorities.

GOAL AND POLICY-SETTING INVENTORY FOR NONTRADITIONAL VOCATIONAL EDUCATION PROGRAMS

INSTRUCTIONS: Read each sample statement and indicate in the appropriate column whether or not your college NOW HAS a formal or written goal, program objective, or policy related to the topic or issue presented. If you don't know, check in the space provided. Whether or not your college has a formal statement, use the shaded columns to indicate how important such a statement SHOULD BE to your college.	NOW HAS			SHOULD BE				
	No Statement Exists	*Yes*, Statement Now Exists	I Don't Know	Should be: VERY IMPORTANT	IMPORTANT	NOT IMPORTANT	NO Statement Is Needed	I Don't Know
1. To take immediate, positive steps to eliminate any inequities that relate to gender in all vocational programs and support services.								
2. To make a positive effort to recruit and enroll students in vocational programs that are nontraditional for their gender.								
3. To make an effort to hire faculty for vocational programs that are now nontraditional for men or for women so that students will have role models representing both sexes in all programs.								
4. To eliminate any sex distinctions that appear in printed college materials, i.e., class schedules, college catalogs, bulletins, posters, and other printed or visual materials, to ensure that sex bias and stereotyping do not exist.								
5. To provide career counseling assistance for students interested in exploring and/or enrolling in vocational programs that are nontraditional for their gender.								
6. To provide career information materials that contain accurate and up-to-date information about job opportunities, salaries, and occupational advancement options in nontraditional careers for both men and women.								
7. To take steps to ensure that instructional methods used in all vocational programs are suited to both men and women.								

Respondent is (check one): Male _____ Female _____
Position: _____ Instructor _____ Counselor _____ Administrator _____ Student _____ Other

GOAL AND POLICY-SETTING INVENTORY FOR NONTRADITIONAL VOCATIONAL EDUCATION PROGRAMS

	NOW HAS			SHOULD BE				
	No Statement Exists	*Yes*, Statement Now Exists	I Don't Know	Should be: VERY IMPORTANT	IMPORTANT	NOT IMPORTANT	NO Statement Is Needed	I Don't Know
8. To take steps to provide vocational education program facilities, i.e., restrooms, lockers, showers, dressing facilities, that are equally convenient and private for both male and female students.								
9. To provide job placement assistance for students interested and prepared for nontraditional occupations.								
10. To conduct followup of students in nontraditional vocational programs to determine the impact of their training on further education, work patterns and success, and job satisfaction.								
11. To provide inservice and professional development opportunities for vocational education administrators, instructors, counselors, and other appropriate college staff that will help improve the sex fairness practices of the college in vocational education.								
IN THE REMAINING SPACE, write any goal, objective, or policy statement that now exists or should exist but does not appear in the previous sample statements. After you have identified such statements related to sex fairness, rate them in the same manner as the previous ones.								

SELF-ASSESSMENT OF SEX STEREOTYPIC BELIEFS

- **Rationale and Purpose of Strategy**

Sex role stereotyping is the process of assigning characteristics and roles to individuals based solely on their gender Thus sex stereotyping is shaped by the attitudes of people rather than by substantial evidence or proof. These attitudes may be influenced by a person's own experience and culture. Some vocational educators and counselors have strong feelings about what is appropriate behavior or work for men and for women. These beliefs can be a major factor in educators' expectations of students they deal with each day. Sometimes vocational educators or counselors do not recognize their own sex stereotyping attitudes and prejudices unless they think about them or talk to others who do not share their beliefs.

The attitudes of vocational educators regarding sex role stereotyping is an important factor in the support they will give to improving sex equity practices in vocational programs. This, in turn, affects the level of success that may be attained in recruitment of students into nontraditional vocational programs, the steps that will be taken to improve retention of such students, and the help given them in finding jobs after they have completed their vocational program.

The purpose of this strategy is to help vocational educators (or students) identify their beliefs about sex roles. The form that is provided is intended to be used by individuals as a thought-provoking exercise.

- **Procedures to Follow**

This strategy may be used with vocational educators individually or in small groups in which the results of the self-assessment can be used for the basis of discussion.

An alternate use of the self-assessment form is with students in a vocational program or counseling situation in which the issue of sex stereotyping is appropriate. Results of the self-assessment should not be used in any way as a test for grading, but might be used as a pre- and post-assessment of attitudes among students with a unit of instruction or discussion about attitudes toward work roles or sex roles.

- **Resources**

The Self-Assessment of Sex Stereotypic Beliefs form may be used for purposes of stimulating discussion among vocational educators, counselors, or students.

SELF-ASSESSMENT OF SEX STEREOTYPIC BELIEFS

DIRECTIONS: Read each of the following statements and check the response that most reflects your general agreement or disagreement with it.	Generally AGREE	NEUTRAL	Generally DISAGREE
1. At work, women prefer to be subordinates rather than leaders.			
2. Women are more emotional and less objective than men.			
3. Men are better authority models than women.			
4. People do not like working for a woman boss.			
5. Jobs with stress are best filled by men rather than women.			
6. A wife's career is not as important as her husband's.			
7. Most married women work to escape boredom at home.			
8. Married women should stay at home and care for family needs.			
9. Women are not suited for outdoor work.			
10. Men handle physical jobs better than women.			
11. Jobs involving caring for others should be done by women.			
12. Men are not as creative as women.			
13. Women prefer passive work.			
14. Men, as opposed to women, act in an open, frank manner.			
15. Women like to gossip and spread rumors more than men.			
16. Men are more dependable on the job than women.			
17. Women are less likely than men to want to get dirty at work.			
18. Women need more encouragement on the job than men.			
19. Women are better suited to doing typing or dental hygiene than men because they have better finger dexterity.			
20. Women cannot be good architects because they lack spatial aptitude.			
21. Men are inherently better at math, physics, and chemistry than women.			
22. Women do not do well in jobs requiring mechanical aptitude.			
23. All occupations should *not* be open to both sexes.			
24. Performance standards for promotion should *not* be the same for both men and women.			
25. Men and women need *not* be paid the same for doing the same job.			

After you have completed this self-assessment, see the scoring sheet on the next page in order to compare your responses with stereotype belief patterns.

SCORING DIRECTIONS FOR SELF-ASSESSMENT OF SEX STEREOTYPIC BELIEFS

The 25 statements used in the self-assessment form address six areas of sex stereotyping that are common. Here they are:

I Items 1 to 5 refer to beliefs related to *Job Responsibility* and *Decision-Making* capacity of men and women.

II Items 6 to 8 refer to the relative *Importance of Work* to men and women.

III Items 9 to 13 refer to the suitability of *Types of Work* for men and women.

IV Items 14 to 18 refer to *Social Values and Bebavior* on the job that are expected from men and women.

V Items 19 to 22 refer to assumptions about *Innate Abilities* and *Aptitudes* of men and women.

VI Items 23 to 25 refer to beliefs related to *Sex Equity* on the job.

To obtain a "nonscientific" picture of your sex stereotype belief on these topics, follow this scoring pattern. Give yourself 5 points for each item with which you generally AGREE; 3 points for each NEUTRAL response; and 1 point for each answer in which you generally DISAGREE. Use the following scoresheet for convenience in recording and tabulating your scores for each item.

Items	1	2	3	4	5	=	Total	÷ 5 =	Average Score (nearest tenth)
Items	6	7	8			=	Total	÷ 3 =	Average Score (nearest tenth)
Items	9	10	11	12	13	=	Total	÷ 5 =	Average Score (nearest tenth)
Items	14	15	16	17	18	=	Total	÷ 5 =	Average Score (nearest tenth)
Items	19	20	21	22		=	Total	÷ 4 =	Average Score (nearest tenth)
Items	23	24	25			=	Total	÷ 3 =	Average Score (nearest tenth)
							Total Points	÷ 25 =	Average Score Overall (nearest tenth)

Average scores higher than 3.0 may indicate that you may have sex stereotypic beliefs in the areas addressed by the statements.

5

DEMONSTRATION STRATEGY

STUDENT NEEDS ASSESSMENT TO IDENTIFY INTERESTS AND CHARACTERISTICS OF STUDENTS ENROLLED IN VOCATIONAL PROGRAMS THAT ARE NONTRADITIONAL FOR THEIR GENDER

- **Rationale and Purpose of Strategy**

Conducting a student needs assessment is useful for obtaining information that can be used to develop counseling strategies, design instructional changes, and improve student support services. The purpose of this strategy is to provide a sample instrument and set of procedures for conducting a student needs assessment that is not complex to administer.

- **Procedures to Follow**

A vocational program is nontraditional for students who are of the minority gender in such a program. Therefore, until students either express a strong interest in enrolling in such a vocational program or actually do so, it is difficult to identify their nontraditional vocational needs or characteristics. Even so, a needs assessment survey is a valuable tool to better meet the needs of students currently enrolled and to serve future students who exhibit the same characteristics.

Two approaches may be used to conduct a student needs assessment of this nature. First, conduct a survey only among students already enrolled in vocational programs that are nontraditional. Both students for whom the program is nontraditional and for whom the program is traditional may be surveyed so that differences between the two can be determined.

Second, conduct the survey among those students who express a strong interest in enrolling in a vocational program that will be nontraditional for their gender. This permits individual needs to be identified regardless of the vocational program in which they enroll.

Each approach has its value; however, surveying students already enrolled has the advantage of clearly defining problems confronted by students who have made a choice and experienced program realities. The sample student needs survey form that is attached is adapted from the instrument that was used by the study team to survey vocational students in the participating community colleges for this guidebook. It is designed for use with students already enrolled in a vocational program, but with few modifications can be used with students who have expressed a strong interest in nontraditional vocational programs.

- **Resources**

See following material.

STUDENT NEEDS SURVEY

Name of college ____

Name of vocational course/program ____

Check *one* response that best describes you for each of the following questions:

What is your age? ____ Under 20 ____ Between 20 and 30 ____ Between 31 and 45
____ Over 46

Ethnic Group: ____ White ____ Black ____ Hispanic ____ American Indian
____ Asian/Pacific Islander ____ Other: ________________

Sex: ____ Male ____ Female

If you are completing this survey in class, which statement best describes the other students in the class?

____ Same sex as you ____ Opposite sex ____ About equal in number

Do you require assistance for any of the following special needs?

____ English as a second language ____ Hearing impairment
____ Physical differences with sight limitations
____ Physical differences limiting mobility or physical movement
____ Other special needs: ________________________________
____ No special needs or assistance required

In the following questions, check as many responses as you believe accurately reflect your attitudes or experience.

1. What was your main reason for taking this vocational course?

____ Personal interest ____ To fulfill a requirement
____ To gain immediate employment skills ____ To meet long-range career goals or plans
____ Other: ____

2. How did you find out about this vocational course/program?

____ College counselor ____ Instructor ____ College publications (catalog, brochures, class schedule, etc.)
____ Parent or family member ____ Friends
____ Newspaper ____ TV ads ____ Community agency (employment service, church, club, YMCA, YWCA, etc.)
____ Other: ____

3. Who helped you most to make the decision to take this vocational course?

___ No one ___ School counselor ___ Instructor ___ Parents/family ___ Friends

___ Counselor outside of school ___ Other: ______________________________

4. Prior to this course, have you taken *two or more* classes in any of the following? (Above 9th-grade level)

___ Math ___ Science ___ Health ___ Office Education ___ Public Services

___ Shop Classes (Wood, Auto, Metal, etc.)

___ None of the above

5. In the following, check as many of the characteristics as you believe describe your interests.

___ Vigorous physical activities

___ Telling others what to do

___ Being indoors

___ Working with people

___ Not getting dirty

___ Working with numbers

___ Competing with others

___ Working with your hands

___ Working with ideas

___ Working with things

6. Since enrolling in this vocational course, have you needed assistance or help in any of the following areas in order to stay in this course or succeed in it? (Check all that apply to you.)

___ Financial assistance from the college

___ Financial aid from other sources: ______________________________

___ Tutorial assistance with course content or activities

___ Tutorial assistance with reading, math, or other academic skills

___ Problems outside of school (child care, health of yourself or family, work schedules, transportation, etc.)

___ Other: ______________________________

7. Since enrolling, have you had any problems in the following? (Check any that apply to you.)

___ Obtaining career counseling assistance

___ Obtaining personal counseling assistance

___ Physical demands of the course

___ Understanding the subject matter in the course

___ Being harassed because of your gender

___ Difficulty getting along with other students in the course

___ Difficulty relating to the instructor

___ Difficulty doing the manipulative skills

___ Other: ______________________________

___ No problems since enrolling

8. After enrolling in this program, if you sought assistance or help, whom did you find to be most helpful?

____ Other students in class
____ Other students not in class
____ The teacher of this class
____ Teachers from other classes
____ Counselors at this school
____ Counselors not at this school
____ Other friends or relatives
____ No assistance needed/no opinion
____ Other: ____________________

9. Instructional materials (textbooks, films, workbooks, etc.) and language used in this class seems predominantly directed toward:

____ Men ____ Women ____ Appropriate for both ____ No opinion

10. The physical facilities (work area, restrooms, lockers, etc.) used in this course are equally convenient for both sexes:

____ Yes ____ No ____ No opinion

11. Based on your experience so far, do you believe you made a good decision to take this course?

____ Definitely ____ Too soon to judge ____ Not really ____ No opinion

12. Will you seek employment related to this course?

____ Yes ____ No ____ No opinion

13. What resources have you used or will use to find a job related to this program?

____ School placement office
____ Family members
____ Look on your own
____ Will not seek related employment
____ Friends
____ Employment office
____ Newspaper
____ Don't know
____ Other: ____________________

14. General comments and opinions:

6

DEMONSTRATION STRATEGY

DEVELOP A WORK PLAN FOR IMPLEMENTING STRATEGIES FOR IMPROVING SEX FAIRNESS IN VOCATIONAL EDUCATION

- **Rationale and Purpose of Strategy**

The logical outcome of goals or objectives for improving gender equity practices in a community college is a work plan for achieving desired outcomes. The purpose of this strategy is to provide a worksheet for documenting the five essential elements described in Chapter 3 for implementing strategies to improve gender equity in vocational education.

- **Procedures to Follow**

The relationship between a specific action or strategy and an identified need or goal is important. Every strategy that is undertaken should be related to an established need or goal and in turn should provide the framework for identifying the resources that will be required and the persons who will be responsible for seeing that desired strategies are carried out. People who will be involved in the implementation of a strategy will not all share the same level of responsibility. For this reason, the type and level of responsibility for each participant should be identified as part of the work plan. Finally, the time line in which activities for a selected strategy should be started and completed should be projected.

The attached worksheet for implementing strategies contains spaces for each of these factors along with a suggested set of guides for assigning levels of participation for persons involved in the implementation of a strategy.

- **Resources**

See following material.

Nursing students. Long Beach City College.

WORKSHEET FOR IMPLEMENTING STRATEGIES

(1) Identified Need(s) or Goals to be Met	(2) Specific Action or Strategy to be Taken	(3) Needed Resources to Implement Strategy	(4) Responsible Persons	Level*	(5) Starting & Completion Dates

*Indicate the level of responsibility for each person who will be involved in activities or actions. As a guide, consider the following: (1) *Primary responsibility* or major involvement in activity, (2) *Consultation* or assists in carrying out activities, (3) *Informed* about activity, progress, or results of activities.

USE THIS PAGE FOR NOTES

6

STRATEGIES FOR RECRUITMENT

To Improve Recruitment of Students for Vocational Programs that Are Nontraditional for Their Gender

> **". . . the women were a determined group; they had a more focused career outlook than other vocational students in community colleges."**

In a broad sense, recruitment refers to any kind of activity—direct or indirect—which attracts students to a college or a particular program. In the case of recruiting students for vocational programs that are nontraditional for their gender, special factors are involved in the choice and use of strategies.

Both men and women students enrolled in nontraditional vocational programs indicated that they believed they had made good program choices. The results of the student needs assessment survey summarized in Chapter 4 showed that the women were a determined group; they had a more focused career outlook than other vocational students in community colleges.

A sizable portion of the women surveyed indicated a strong desire to obtain related employment upon completion. The motivation was to gain job skills that provide the high wages to be found in nontraditional occupations (often paying twice the wage rate made by women in female-intensive occupations). The women of the survey paid more attention to written information about vocational programs than their male counterparts. The men who were enrolled in vocational programs that were nontraditional for them more often learned of the programs from friends.

For convenience, the recruitment strategies in this chapter have been divided into the following categories:

- Recruitment at Secondary Schools
- Career Information Materials
- Printed Materials
- Promotion Within the College
- Use of Local Media
- Community Relations

SUGGESTED STRATEGIES RELATED TO RECRUITMENT

Area of Need	Description of Strategy	Level of Participation for People*				
		Administration[1]	Instructors[2]	Counselors[2]	Students[2]	Other Groups[3]
Recruitment at Secondary Schools	• Visit feeder high schools, using counselors and/or instructors who are well informed about vocational program opportunities in areas that are nontraditional for young men and women.	•	●	●		o
	• During visits to local feeder high schools, utilize counselors, instructors, or other college staff who are nontraditional as role models.	•	●	●		o
	• Prepare and distribute college brochures or other printed materials that inform parents of secondary school students about the advantages of pursuing college vocational programs that are nontraditional for men or women.	•	●			o
	• During visits to feeder high schools, seek young women who have taken shop courses during high school; discuss with them their possible interest in pursuing vocational programs that are nontraditional for their gender.	•	o	●		
	• Prepare and provide special information packets for counselors in secondary feeder schools about opportunities for students interested in vocational programs that are nontraditional for their gender.	•	●	●		
Career Information Materials	• Obtain and make available career information materials that provide a realistic picture of occupational opportunities, working conditions, and wage levels for women or men in nontraditional careers.	o	•	●		•
	• Obtain and display materials emphasizing the success of men and women who have completed vocational programs that are nontraditional for their gender. Use photographs and excerpts from interviews with such persons.	o	●	●	•	o
Printed Materials	• Use or make posters promoting vocational programs that are nontraditional for men or women. Display such posters in counseling areas, student union, cafeterias, women's centers, and other prominent locations on campus.	•	●	●	o	o

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[1] Includes all levels of district and college administration.
[2] Full- and part-time, day and evening.
[3] Advisory Committee, employers, community groups, and others.

*● Primary responsibility or major participant in activity or action.
• Consultive or assists in carrying out activity or action.
o Informed of activity or action, progress, or results.

SUGGESTED STRATEGIES RELATED TO RECRUITMENT

Area of Need	Description of Strategy	Level of Participation for People*				
		Administration[1]	Instructors[2]	Counselors[2]	Students[2]	Other Groups[3]
Printed Materials (cont)	• Use photographs, illustrations, and other visuals that portray both women and men in all vocational programs and occupations for which the college offers vocational preparation.	•	•	●	o	o
	• Distribute college printed material (brochures, posters, etc.) to secondary schools, community organizations, etc., promoting vocational program opportunities for persons interested in nontraditional careers.	●	•	•	o	•
	• Develop vocational program brochures that emphasize opportunities for men or women in nontraditional occupations. Have such brochures contain both a telephone number at the college where further information can be obtained as well as a self-addressed mailer that can be returned, asking for further information.	●	•	•		o
Promotion Within the College	• Provide tours of vocational programs for men/women who are interested in enrolling in a vocational program that is nontraditional for their gender.	o	●	•	o	
	• Review all course titles in vocational programs to see that they are sex fair.	●	•	o	o	
	• Place creative display ads in class schedules that emphasize opportunities in vocational programs that are nontraditional for men and women.	●	•	•	o	
	• Develop a coordinated package of student support services for prospective students. Present in both written and oral forms. This could include information on obtaining financial aid, child-care service, special career counseling, educational counseling, and developmental education programs that are available to students interested in vocational programs that are nontraditional for their gender.	•	o	●	o	
	• Emphasize opportunities for handicapped/disadvantaged men and women interested in obtaining training for careers that are nontraditional for their gender.	•		●	o	
	• Link vocational programs for men and women in nontraditional careers with other educational programs at the college: physical education courses (for body-building); developmental reading; math; business courses; communications; service courses.	•	•	●	o	

SUGGESTED STRATEGIES RELATED TO RECRUITMENT

Area of Need	Description of Strategy	Level of Participation for People*				
		Administration[1]	Instructors[2]	Counselors[2]	Students[2]	Other Groups[3]
Local Media	• Establish and promote through printed media and public service announcements a telephone hotline to the college career information/counseling center to answer questions about nontraditional career training opportunities at the college.	•	•	●	○	○
	• Include frequent news articles in college paper(s) on nontraditional career opportunities and vocational program options for men and women students.	○	●	•	•	
	• Contact local TV and/or radio stations to place free public service announcements about nontraditional occupations for which your community college offers training, plus counseling services and assistance. Use station's format to briefly state message in 10-, 30-, and 60-second messages.	●	•	•	○	•
	• Utilize media resources developed with VEA or other funds with local media, service organizations, and as instructional units in class such as the slide/tape presentations developed by American River College on women in apprenticeship or the career/life planning series developed by the Bay Area Community College Television Consortium. For information on the latter, contact: Dr. George A. Willey, Director P.O. Box 11127, Palo Alto, CA 94206 (408) 446-2121	●	●	●	○	○
Community Relations	• Establish liaison with local apprenticeship councils or other labor groups to recruit women for vocational programs leading to apprenticeship in nontraditional occupations.	•	●	○		•
	• Sponsor career fairs with nontraditional occupational role models available to discuss career opportunities with interested persons.	•	●	●		○
	• Involve advisory committees in the development of resources and strategies for promoting vocational program opportunities for women and men interested in pursuing a nontraditional career.	•	●	○		●
	• Contact community groups that work with women, the handicapped, or the disadvantaged; inform them of opportunities in vocational programs for persons interested in nontraditional careers. (Provide a supply of printed materials describing such opportunities.)	•	●	●	○	•

7

STRATEGIES FOR RETENTION

To Improve Retention of Students in Nontraditional Vocational Programs

Efforts directed toward student retention include activites and services which encourage and assist students to stay in college and successfully complete a prescribed program.

> ". . . students who enrolled in nontraditional vocational programs for their gender intended to complete them."

According to the results of the student needs assessment survey conducted for use in this guidebook, students who enrolled in nontraditional programs for their gender intended to complete them. Counselors and instructors, when interviewed, also reported that the rate of men and women leaving these programs was no higher than for other vocational students.

Among women who enrolled in nontraditional programs, those who left before program completion did so for reasons that were largely personal. They indicated that the reasons related to family or personal problems, medical and health problems for themselves or family members, child-care concerns, outside work schedules, or transportation. Thus far, the early responses by this group of women (who are pioneers in pursuing nontraditional training) indicate that neither the learning environment, the treatment accorded them, nor the subject matter was a primary reason for leaving before completion.

Because of the few men in nontraditional programs who left before completion, there is less information about them from the student sample and followup. However, the majority of men and women said that they were satisfied with the enrollment decision they had made and that they had not encountered any serious problems with their programs.

Regardless of the findings from this unique group of men and women, there are actions that will enhance the success rate of future students electing to take nontraditional programs. Such strategies fall into four categories.

- Student Support and Counseling Services
- Instructional Methods and Support Systems
- Facilities and Shop Environment
- Linkage With Community

Several Demonstration Strategies are included for use or adaptation.

SUGGESTED STRATEGIES RELATED TO RETENTION

Area of Need	Description of Strategy	Level of Participation for People*				
		Administration[1]	Instructors[2]	Counselors[2]	Students[2]	Other Groups[3]
Student Support and Counseling Services	• Provide ongoing individual counseling opportunities for women who are enrolled in nontraditional programs.		o	●	o	
	• Provide ongoing group counseling opportunities for men/women who are enrolled in vocational programs that are nontraditional for their gender.		o	●		
	• Develop and implement a process whereby counselors visit vocational classes during the school term to talk informally with students who are enrolled in programs that are nontraditional for their gender.		•	●	o	
	• Assign each student enrolled in a nontraditional program for his/her gender to a specific counselor who maintains periodic contact throughout the program in order to provide counseling assistance as needed.	•	•	●	o	
	• Develop and promote specialized counseling services for students interested in or enrolled in vocational programs that are nontraditional for their gender (include such referral services as financial aid, veteran's assistance, child care, health services, etc.).	•	o	●	o	
	• Conduct a student survey in vocational programs to assess attitudes toward sex role stereotyping. Discuss the results as part of a class activity. (See Demonstration Strategy 4 on page 45 for a sample form for use in conducting the survey.)	•	●	•	o	
Instructional Methods and Support	• Review all course prerequisites for vocational programs to ensure they are not arbitrarily screening out students of one gender or the other.	•	●	•	o	•
	• Use student aides, instructor assistants, or other resource persons in vocational programs who provide nontraditional role models for students who are enrolled in such programs.	o	●			
	• Develop and implement short-term "survey" or orientation courses that provide opportunities for interested students to get hands-on experience in use of hand tools, machines; general vocabulary usage in vocational subjects; familiarity with shop/laboratory procedures, safety habits, and general orientation to subject matter for men or women who are exploring vocational programs that are nontraditional for their gender.	o	●	o	o	o

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[1] Includes all levels of district and college administration.
[2] Full- and part-time, day and evening.
[3] Advisory Committee, employers, community groups, and others.

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*● Primary responsibility or major participant in activity or action.
• Consultive or assists in carrying out activity or action.
o Informed of activity or action, progress, or results.

SUGGESTED STRATEGIES RELATED TO RETENTION

Area of Need	Description of Strategy	Level of Participation for People*				
		Administration^1	Instructors^2	Counselors^2	Students^2	Other Groups^3
Instructional Methods and Support (cont)	Carefully review instructional methods to ensure that job skills taught in a program go from simple to complex. (See Demonstration Strategy 7 on page 63.)		●			
	Develop individualized units on vocabulary at the beginning of vocational programs to familiarize students with terminology and nomenclature of equipment and methods they will be using in the program.		●			
	Review all printed instructional materials and resources used in vocational programs to ensure that sex fair language is used and that sex bias and stereotyping are eliminated. (See Demonstration Strategy 8 on page 65.)	•	●	•		
	Implement a student mentor or partner system for students who are enrolled in vocational programs that are nontraditional for their gender.		●		•	
	Invite former students who have found jobs in nontraditional occupations as guest speakers in vocational programs to discuss experiences of their occupational choice.		●			•
	Develop a system of counseling and instructional support by establishing a nontraditional career advisement resource pool that can be used by students to contact and talk to persons holding nontraditional occupations in the community. (See Demonstration Strategy 9 on page 69.)	•	●	●	○	•
Facilities and Shop Environment	Survey all classroom, shop, laboratory, and support facilities (locker areas, restrooms, showers, etc.) to ensure that they are equally convenient and private for students of either gender.	•	●			•
	Review and assess classroom, shop, and laboratory facilities for sexist decor, color schemes, posters, signs, or other sex-oriented attributes that could be considered offensive.	•	●			•
	Suggest that persons who do not want to get their hands dirty or greasy on shop projects use surgical gloves.		●		○	
	Suggest that shop or laboratory clothes for men and women be nonsexist and loose-fitting within the limits of prescribed safety.		●		○	

SUGGESTED STRATEGIES RELATED TO RETENTION

Area of Need	Description of Strategy	Level of Participation for People* Administration[1]	Instructors[2]	Counselors[2]	Students[2]	Other Groups[3]
Linkage With Community Resources	• Establish liaison between the community college counseling department or appropriate unit (such as a women's center) and various public/state/county service agencies (public assistance, public health, legal aid, etc.) so that referrals can be made quickly and easily for students who encounter problems outside of school that could jeopardize their ability to complete their vocational programs.	•	○	●	○	•
	• Contact employers and use them as guest speakers in vocational programs to explain employment opportunities, practices, and standards; prospects for advancement; general wage/salary patterns in occupations that are nontraditional for men or women.		●	○	○	•

INSTRUCTIONAL PROCESS FOR TEACHING DIFFICULT OPERATIONS

- **Rationale and Purpose of Strategy**

  Many students who enroll in nontraditional vocational programs for their gender may lack prior experiences and knowledge of usage of processes, terms, tools, or equipment. This means that special care should be taken to ensure that these students are not lost in the process of instruction merely because they lack prior knowledge.

  This strategy illustrates a means of simplifying the process of teaching an operation. Sometimes the operation is not particularly difficult, but may seem to be for students who are not familiar with the procedures or tools that are used.

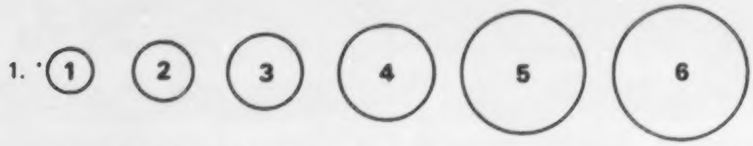
- **Procedures to Follow**

  1. Arrange the operation to be done in the sequence in which it would normally be completed.
  2. Identify each step to be done in order to complete the prescribed operation.
  3. Rate difficulty of each step in overall operation.
  4. Follow the sequence of instruction shown in the accompanying illustration. Have the student perform the simpler steps first, with the instructor (or instructor aide or advanced student) performing the more difficult steps.
  5. Proceed with the student doing the increasingly difficult steps until he or she has learned to do all of them from beginning to end. See illustration.

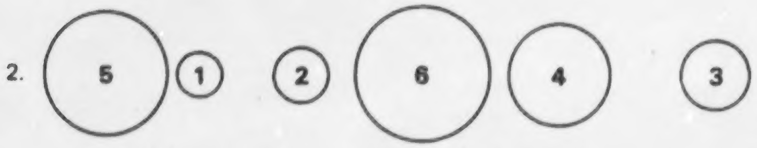
- **Resources**

  See Illustration of Technique Used to Teach a Difficult Operation.

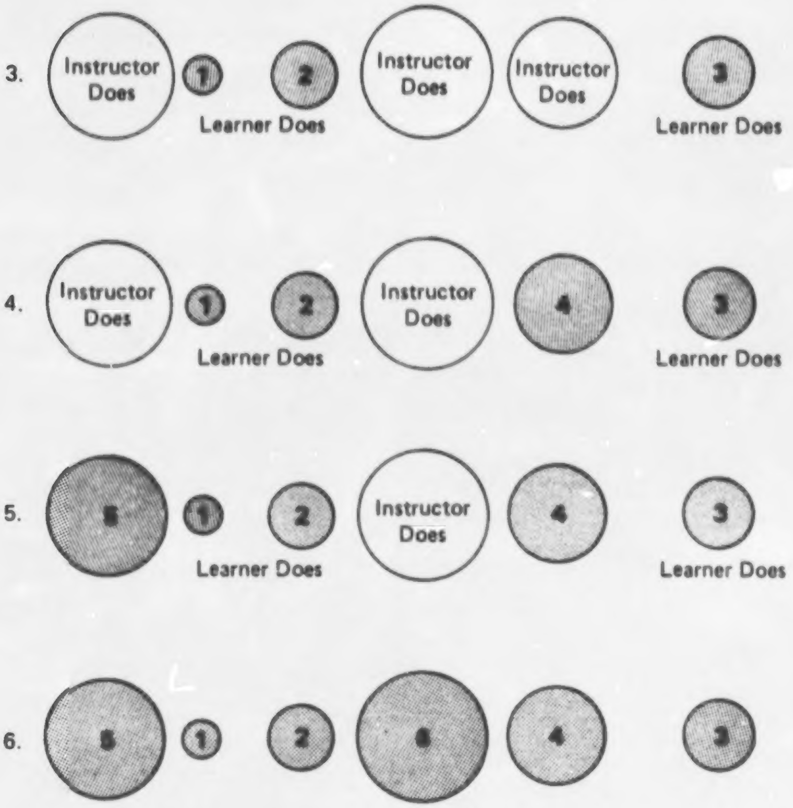
ILLUSTRATION OF TECHNIQUE USED TO TEACH A DIFFICULT OPERATION



Operations Arranged in Good Teaching Sequence – Easy to Difficult



Normal Arrangement of Operations in Most Jobs


3.
Instructor Does
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Instructor Does
Instructor Does
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Learner Does
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Learner Does
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4
3

Learner Does All Operations – Instructor Checks Closely

Used with permission by Fred Carvell, ***Human Relations in Business***, 3rd Ed. (New York: Macmillan Company, 1980).

8

DEMONSTRATION STRATEGY

CHECKLIST FOR EVALUATING SEX-BIASED INSTRUCTIONAL MATERIALS

- **Rationale and Purpose of Strategy**

Many existing teacher-made and commercially available instructional materials contain sex-biased or sex-stereotyped language, pictures, or illustrations. Whenever possible, such materials should be replaced or redone to avoid such shortcomings.

There may be instances when sex-biased materials cannot be avoided. If this happens, educators should point out their awareness of the sex-biased materials.

The purpose of this strategy is to provide educators with guidelines for detecting sex-biased and sex-stereotyped materials and audiovisual resources.

- **Procedures to Follow**

The checklist can be used for assessing teacher-made or commercially available instructional materials for sex bias in language, work/social roles of men and women, omissions, or physical appearance.

- **Resources**

See list of questions as a checklist. The following documents are available from the U.S. Government Printing Office:

Guidelines for Sex-Fair Vocational Education Materials (1979-657/2407)
Guidelines for the Creative Use of Biased Materials in a Non-Biased Way (1979-657/2407)

CHECKLIST FOR EVALUATING SEX-BIASED INSTRUCTIONAL MATERIAL*

☐ LANGUAGE USED IN MATERIAL

- Is the generic *he* used to include both males and females when sex is unspecified (e.g., the carpenter . . . he . . .)?
- Is the generic *she* used where the antecedent is stereotypically female (e.g., the housekeeper . . . she . . .)?
- Is a universal male term used when the word is meant to include both sexes (e.g., mankind, forefathers)?
- When referring to both sexes, does the male term consistently precede the female (e.g., he and she, the boys and girls)?
- Are occupational titles used with -man as the suffix (e.g., chairman, businessman)?
- When a woman or man holds a nontraditional job, is there unnecessary focus on the person's sex (e.g., the woman doctor, the male nurse)?
- Are nonparallel terms used in referring to males and females (e.g., Dr. Jones and his secretary, Ellen; Senator Kennedy and Mrs. Ghandi)?
- Are the words "women" and "female" replaced by pejorative or demeaning synonyms (e.g., girls, fair sex, chicks, ladies)?
- Are women described in terms of their appearance or marital and family status while men are described in terms of accomplishments or titles (e.g., Senator Kennedy and Golda Meir, mother of two)?
- Are women presented as either dependent on, or subordinate to, men (e.g., John took his wife on a trip and let her play bingo)?
- Does a material use sex-fair language initially and then slip into the use of the generic he (e.g., a worker may have union dues deducted from his pay)?
- Is the issue of sexual equality diminished by lumping the problems of women, 51% of the population, with those of minorities (e.g., equal attention will be given to the rights of the handicapped, blacks, and women)?

☐ WORK/SOCIAL ROLES

- Are only females presented as gossips?
- Are only women shown as vain and especially concerned with their appearance?
- Are only females presented as fearful and in need of protection (e.g., she wasn't able to work late and walk home at night)?
- Are only males shown as capable, aggressive, and always in charge?
- Are only males shown as brave and relentlessly strong?
- Do only males consistently display self-control and restraint?
- Are opportunities overlooked to present a range of emotional traits for females and males?
- Are women and men assigned the traditional roles of males as breadwinner and female as caretaker of home and children?
- Is a woman's marital status stated when it is irrelevant and when the same information about the man is not available (e.g., Mr. Clark and Mrs. Brown were co-workers)?

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*Questions taken from U.S. Government Printing Office: 1979-657-065/2408 Region No. 5-II.

- In a family where both adults work, is it assumed that females are responsible for indoor housekeeping chores and males are responsible for outdoor lawn and car chores?
- If a couple work together in a business, is it assumed that she will assist him (e.g., Mary does bookkeeping and secretarial chores while Dan decides policy and attends to any heavy work)?
- Is information included about family relationships which is not relevant to the task (e.g., Jane Dawson, mother of four, is the new supervisor)?
- Has the writer overlooked opportunities to present equality in occupational or social roles?
- Are all occupations presented as appropriate to qualified persons of either sex?
- Are certain jobs automatically associated with women and others associated with men (e.g., practical nurse, secretary – female; construction worker, plumber – male)?
- Are housekeeping and family responsibilities still a prime consideration for females in choosing and maintaining a career (e.g., flexible hours, proximity to home)?
- Is the wife presented as needing permission from her husband in order to work (e.g., higher income tax bracket)?
- Is it assumed that the boss, executive, professional, etc., will be male and the assistant, helpmate, "gal Friday" will be female?
- In addition to professional responsibilities, is it assumed that women will also have housekeeping tasks at their place of business (e.g., in an assembly plant with workers of both sexes, the females make the coffee)?
- Is tokenism apparent, an occasional reference to women or men in nontraditional jobs, while the greatest proportion of the material remains job stereotyped (e.g., one female plumber, one black woman electrician)?
- Are men and women portrayed as having sex-linked personality traits that influence their working abilities (e.g., the brusque foreman, the female bookkeeper's loving attention to detail)?
- Are only females shown as passive and inept?
- Are only females shown as lacking in desire to assume responsibility (e.g., she was delighted to have risen to be "head secretary")?
- Are only females shown as emotional?

☐ OMISSIONS IN MATERIAL

- Does the text deal with the increasing movement of both men and women into nontraditional occupations?
- In historical and biographical references, are women adequately acknowledged for their achievements?
- Are quotes and anecdotes from women in history and from important living women used as frequently as those from men?
- Is there acknowledgment of the limitations placed on women in the past (e.g., women couldn't attach their names to literature, music, inventions, etc.)?
- Are women identified by their husbands' names (e.g., Mme. Pierre Curie, Mrs. F.D. Roosevelt)?
- When a historical sexist situation is cited, is it qualified when appropriate as past history no longer accepted?

☐ PHYSICAL APPEARANCE OF PERSONS PORTRAYED

- Are females described in terms of their physical appearance, and men in terms of accomplishment or character?
- Is grooming advice focused only on females and presented as a factor in being hired (e.g., advice to secretaries — "proper girdles to firm buttocks")?
- Is a smiling face considered advisable only for a woman in many occupations?
- Are only men presented or described in terms of accomplishment or character rather than appearance?
- Are only men presented as rarely concerned with clothing and hairstyle?
- Are men shown as taller and more vigorous, women as smaller and more fragile?
- Are women presented as more adroit with a typewriter than a saw?
- Are men presented as dextrous and at ease with tools and machines and baffled when confronted with a filing cabinet?

☐ AUDIOVISUAL MATERIALS

- Are male voices used consistently to narrate audio material?
- Are female voices used only when dealing with traditionally female occupations, such as child care?
- Do illustrations of males outnumber those of females?
- Do the illustrations represent mainly young, attractive, and preferred-body types both in composite pictures as well as in the body of the material?
- Is the text inconsistent with the illustrations (e.g., a sex-fair text illustrated with sexist graphics)?
- Are the illustrations stereotyped (e.g., male mechanics and female teacher aides)?
- Are women shown caring for the home and children while men earn the income?
- When children are illustrated in role rehearsal, are their behaviors and aspirations stereotyped?
- Are women and men commonly drawn in stereotyped body postures and sizes with females shown as consistently smaller, overshadowed, or shown as background figures?
- Does the artist use pastel colors and fuzzy line definition when illustrating females and strong colors and bold lines for males?
- Are women frequently illustrated as the cliché dumb broad or child-woman?
- Are graphs and charts biased, using stereotyped stick figures?
- Are genderless drawings used in order to avoid making a statement or to appear to be sex-fair?
- Are bosses, executives, and leaders pictured as males?
- Is only an occasional token woman pictured as a leader or in a nonstereotyped role?
- Has the illustrator missed opportunities to present sex-fair images?

9

DEMONSTRATION STRATEGY

DEVELOP A NONTRADITIONAL CAREER ADVISEMENT RESOURCE POOL

- **Rationale and Purpose of Strategy**

Many students interested in nontraditional occupations know little about the actual working conditions, career considerations, and life-style considerations that will be affected by their choices. The purpose of this Demonstration Strategy is to form a pool of resource persons holding nontraditional occupations who will provide first-hand information about their careers.

- **Procedures to Follow**

1. Contact local groups and organizations to locate persons employed in nontraditional occupations. Such contacts might include city and county personnel offices, public utility companies, large and small employers, labor unions, and medical facilities. Do not hesitate to follow leads in identifying persons in nontraditional occupations from faculty members, students, and friends.

2. Once a person in a nontraditional occupation is identified, contact the person by mail and/or telephone and ask if he or she would serve as a resource person for students interested in pursuing the same nontraditional occupation. If the person agrees, send him/her a letter explaining your purpose in having such a resource pool and have the person complete a reference card (4x6 will suffice) containing name, telephone number, mailing address, place of employment, and time and means (telephone number) that would be most convenient for making appointments for students to talk or meet on an individual basis.

   Determine how many interviews the resource person will handle during a given year or semester. Live by the limits set by the resource persons so that they will not be overburdened by those contacting them and become unwilling to cooperate.

3. Establish a card file of resource persons holding nontraditional occupations. Organize the file in a manner that is convenient and easy to use. Keep the card file secure so that it is not used for any purpose other than student contacts that are made with your knowledge and approval.

   Students sent on interviews with resource persons should be enrolled in a vocational program that is nontraditional for their gender or should otherwise show a strong interest in enrolling in such a program. Screen the persons requesting interviews; don't send just any inquiry because your resource persons are working, busy people.

4. As you counsel students who express a genuine interest in pursuing a nontraditional career that is the same or similar to one of the persons in the career resource pool, refer them to an appropriate contact. Several suggestions are offered:

   a) Have the student make the appointment for a personal interview in a business-like manner following the procedures and times indicated.
   b) Do not allow several students to go on an interview to the same resource person during the same appointment unless the resource person has indicated this multiple interview would be satisfactory.
   c) Have the student follow an interview guide so that key questions are covered during the interview. (An interview guide used by Marin College is shown. These or other interview questions may be appropriate.) All questions shown on the interview guide may not be needed for every interview. Depending on the knowledge and experience of the student conducting the interview, some questions may be omitted.
   d) Have the student send a note of appreciation to the resource person after the interview has been held.
   e) Record the time, date, and name of the student who interviews a resource so that controls are maintained.
   f) Have the student submit a short summary sheet on the results and value of the interview.
   g) At the end of the year or semester, send a letter to all persons in the resource pool to thank them for their cooperation. If appropriate, ask them if they are willing to continue to serve in the resource pool.

- **Resources**

See Marin College Career Interview Guide.

CAREER INTERVIEW GUIDE

Name of person interviewed ______________________________

Mailing address ______________________________

____

Telephone number for initial contact ______________________________

Name of employer ______________________________

Location (address) ______________________________

____

Telephone at work ______________________________

Job title ______________________________

Length of time in job ____________________ Date of interview ____________________

____

JOB CHARACTERISTICS

- If you hold a nontraditional occupation for your gender, what, if any, problems did you have convincing your employer that you could do the job?
- What, if any, problems have you encountered from co-workers, supervisors, or other persons (customers) you meet on the job because you are a different gender than they are used to seeing in your job?
- Please try to detail carefully what your typical workday and week consist of. How is your time divided between working with people, data, and things?
- What skills and talents are especially useful and necessary to the satisfactory fulfillment of your responsibilities?
- How much variety would you say there is in the type of work you do? Please try to illustrate your answer with several examples.
- What type of educational degrees and licenses, if any, are required of someone who presently wishes to enter a position such as your own? What types of college majors are advantageous for your kind of work?
- Please make some rough estimates of the following annual salary levels that are presently being paid in your field.
  - How much can one expect to earn as a starting salary?
  - How much can one earn at the top of the ladder in your field?
  - How fast can one climb up the ladder, and how fast do most people, in fact, get up the ladder?

CAREER CONSIDERATIONS

- How difficult would it be for you to find similar employment within the same career field? What other career fields could you enter for which your experience would be relevant, valuable, and paid for by your new employer?
- How rapidly is your career field growing?
- How secure is employment in your career field in general? How does one's age affect employability in your field?

- Does your position or positions similar to yours provide you with any particularly attractive fringe benefits such as a car, home, club memberships, stock options, bonuses and/or profit-sharing plans, travel benefits, etc.?
- How difficult is it for people in your field to go into business for themselves?
- Realistically, and off the record, how much of a disadvantage do women and minorities have in your field?

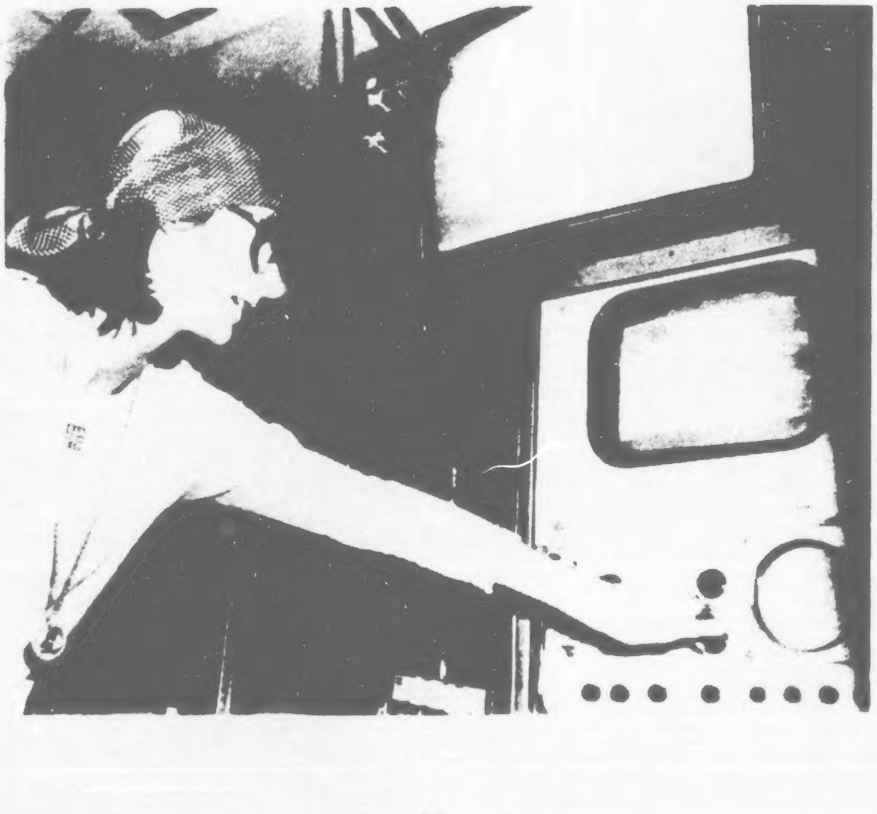
LIFE-STYLE CONSIDERATIONS

- How much work-related travel is generally associated with your type of work? Overnight trips? Weekend trips?
- How frequently must you represent your firm or profession in a social capacity after normal working hours?
- How much vacation time does your job offer you?
- Is there a pronounced seasonal pressure associated with your work? (For example, in the fields of retail merchandising and tax accounting, certain periods are more hectic than others.)
- How severe is deadline pressure in your field and what is the nature of the deadlines you must meet?
- How much flexibility do you and others in your field enjoy related to hours and dress?
- Are you able to confine your work to your place of work?
- To what extent does your work interfere with your family plans?

HOW WOULD YOU ADVISE A PERSON LIKE ME TO PREPARE FOR A CAREER IN YOUR FIELD?

- What type of educational program should I pursue?
- How and where can I find part-time or summer jobs that might indicate whether or not I would enjoy a career in your field?
- In your estimation, how good are the future career opportunities within your field? Do you foresee changes or developments occurring in your field that will affect employment? Is there an oversupply of people entering your field?
- Where can I get additional information about present career opportunities in your field?

USE THIS PAGE FOR NOTES



8

STRATEGIES FOR JOB PLACEMENT

To Improve Job Placement of Students Completing Nontraditional Programs

In vocational education, ***job placement*** refers to efforts aimed at assisting students to successfully find and keep employment in occupations for which they have received training. Placement also refers to entering advanced training.

> **"Students enrolled in nontraditional vocational programs, especially women, are serious about finding work related to their training."**

Finding a job is the desired outcome for many students who successfully complete a vocational program. Students enrolled in nontraditional vocational programs, especially women, are serious about finding work related to their training. This group of women is more likely to want assistance from college placement services than other vocational students. Such services should be available to assist them make the transition from training to employment.

The majority of students in nontraditional vocational programs complete their courses with sufficient job skills to satisfy their employers, but lack in-depth job search skills. They have problems with job applications, resumes, and employment interviews.

From an institutional viewpoint, it is important for vocational program managers to follow up former students to determine job placement rates, job satisfaction, and employer satisfaction with the skills brought to the job by former students. The latter is especially significant as increasing numbers of men and women obtain training for nontraditional careers in our community colleges.

The strategies for improving job placement efforts and results fall into the following categories:

- Job Market Information
- Liaison With the Employment Community
- Job Search, Applications, Resume Writing, and Interview Skills *
- Job Placement Activities and Followup

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*Materials and worksheets in Strategies 10, 11, and 12 are from: ***16 Steps to the Job You Want***, a programmed learning kit (with cassette) available for sale from Western Center Associates, 11326 Magnolia Blvd., Suite 2, North Hollywood, CA 91601.

SUGGESTED STRATEGIES RELATED TO JOB PLACEMENT

Area of Need	Description of Strategy	Level of Participation for People* Administration[1]	Instructors[2]	Counselors[2]	Students[2]	Other Groups[3]
Job Market Information	• Invite former students after six months in nontraditional occupations to return to class and discuss experiences on the job with students. Recruit both male and female nontraditional employees; analyze different experiences, problems, successes, rewards, advancements of male/female employees.		●	•	o	
	• Conduct jobsite visits for students to see and interview persons in nontraditional occupations.	•	●	•	•	o
	• Have speakers from Women in Apprenticeship Programs on campus or arrange for nontraditional program students to attend sessions on training and apprenticeship that are offered. Check with Division of Apprenticeship Standards and Local Joint Apprenticeship Council (JAC).	•	●	o	o	•
	• Provide time for students who go on job interviews to feed back to class the results of those interviews: positive reactions that occurred as well as negative ones; provide a chance for other students to role-play the interview situation.		●		•	
	• Provide and post current job market data for new employees.		●	•	o	
	• Establish an article resource file of job placement information techniques and newsletters such as *Working Women* and *Tradeswomen.* Make the file available to students.		●	●	o	
	• Invite job placement staff members from your college to make a short presentation in class to inform students about services and job placement assistance that is available.	•	●	●	o	o
Liaison With Employment Community	• Place students in work experience, cooperative education work settings to test and enhance classroom occupational training; acquaint employers with abilities of nontraditional students.		●	●	o	•
	• Develop in-school CETA training programs for wage-earning needs of students, featuring intensive, short-term training and open-entry/open-exit experiences.	●	•	•		•

---

[1] Includes all levels of district and college administration.
[2] Full- and part-time, day and evening.
[3] Advisory Committee, employers, community groups, and others.

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* ● Primary responsibility or major participant in activity or action.
• Consultive or assists in carrying out activity or action.
o Informed of activity or action, progress, or results.

SUGGESTED STRATEGIES RELATED TO JOB PLACEMENT

Area of Need	Description of Strategy	Level of Participation for People*				
		Administration[1]	Instructors[2]	Counselors[2]	Students[2]	Other Groups[3]
Liaison With Employment Community (cont)	Contact local Division of Apprenticeship Standards district office and ask for the "Directory of Organizations Promoting Equal Employment Opportunities for Minorities and Women." Make copy available to students.	•	●	•	○	•
	Develop linkages with advisory committees to identify job placement resources as well as to identify curricular needs.	•	●	○	○	•
	Develop, print, and distribute an easily identifiable job opening form for use by employers in area. Form should be foldable into a self-mailer.	•	●	•	○	○
Job Search, Resumes, Applications, and Interview Skills	Develop a unit on preparation for seeking employment to include value clarification, resume writing, and use of application form. (See Demonstration Strategy 10 on page 77 and accompanying resources.)		●	○	○	
	Develop a unit related to job interview skills, with emphasis on special confidence-building needs of the nontraditional student seeking employment. (See Demonstration Strategy 11 on page 85 and accompanying resources.)		●	•	○	
	Develop a job search unit to help the nontraditional student target successfully on the job market for which he or she has trained. (See Demonstration Strategy 12 on page 91 and accompanying resources.)		●	○	○	
	Plan a job fair and invite persons in nontraditional occupations to speak.	●	●	●	○	○
	Develop course or program student portfolios. Include student's designs, drawings, blueprints, etc. Use Polaroid camera to record the student's work on large items or products and include a set of prints in portfolio for use in interviews.	○	●	○	•	○
	Develop competency-related student skills acquisition checklist for job placement. Define each skill taught in course/program and record onto the checklist. Have instructors check off acquired skills, comment and sign. Checklists should be entered into portfolios of students.		○		•	○
	Take color slides of student. Use a single-slide desk projector/enlarger to show prospective employers pictures of the student in a job-related environment, working with tools and equipment to show skill acquisition.		●	○	•	

SUGGESTED STRATEGIES RELATED TO JOB PLACEMENT

Area of Need	Description of Strategy	Level of Participation for People*				
		Administration[1]	Instructors[2]	Counselors[2]	Students[2]	Other Groups[3]
Job Placement Activities and Followup	• Establish an on-campus job placement service which specializes in finding job placements for completers of nontraditional vocational programs.	●	•	●	○	○
	• Develop and offer a series of short (about one hour) job placement/career planning sessions for students in nontraditional (and traditional) vocational programs. Utilize presentations and discussion participants from the job placement center, counseling, vocational instruction, and invited speakers from public and private employment agencies and employers in the community. Offer such a series during convenient times and locations (i.e., lunch hours, evenings, or weekends).	•	●	●	○	•
	• Inform potential job-seekers as they near placement of the various types of placement agencies (public and private), their services, who pays, and how to prepare for interviews with agencies.		●	●	○	•
	• Conduct a longitudinal survey of employment patterns of students completing nontraditional vocational programs, using an occupational data followup questionnaire to be sent annually with greeting card to each student on birthday. Can be computer-based, coded by date of birth of each student.	•	●	●		
	• Conduct followups of students placed in occupations for which they trained; followup employer. (See Demonstration Strategy 13 on page 95 and resources.)	•	●	●		
	• Post successful placements of nontraditional students in prominent places so that students can see the results of successful program completion.		●	●	○	

10

DEMONSTRATION STRATEGY

UNIT ON PREPARATION FOR SEEKING EMPLOYMENT

- **Rationale and Purpose of Strategy**

The student seeking employment in a nontraditional occupation requires special preparation that involves clarification of personal values and ability to present self and skills in written form.

- **Procedures to Follow**

An intensive mini-unit can be offered at the end of each semester or upon completion of a nontraditional program as a vital part of employment preparation. Working in small groups of no more than eight students, the following activities can be undertaken:

1. Ask members of the group to informally discuss why they enrolled in nontraditional vocational programs, their goals, what occupations they plan to enter. Use Value Clarification Worksheet to help students prioritize their values and understand patterns that emerge. Discuss in group.
2. Working in small groups, have students prepare a resume. Refer to Resume Writing and use the formats provided. Upon completion of group-developed resumes, compare and discuss. Follow up by having each student prepare a personal resume. Students will type their resumes in preparation for actual job search use.
3. Read and discuss Tips for Job Seekers When Filling Out Application Forms. Use the application form to make duplicates. Give each student two as worksheets, using the third one as a final, completed form. Practice filling out such a form, with special attention given to neatness and compacted explanations of job duties. Use telephone and city directories to find names, addresses, and telephone numbers of past employers. Students will carry completed application form with them when seeking employment. The completed application form can be used in the practice of job interview skills.

- **Resources**

See the following forms:

Value Clarification Worksheet
Resume Writing
Resume Format and Example
Tips for Job Seekers When Filling Out
  Employment Application Forms
Application Form

VALUE CLARIFICATION WORKSHEET

Below is an alphabetical list of 19 selected values. The list is not scientific nor complete, but your task is to read the entire list and select the five most important ones to YOU. After selecting, place them in rank order of importance to you—place a 1 next to the one which you believe is most important, a 2 next to the second most important, and so on. Feel free to change your mind.

______ Contentment (a sense of inner peace, harmony, well-being and satisfaction with yourself and life in general)
______ Comfortable life (enjoyment of the good things in life, a relaxed and unhassled lifestyle)
______ Economic security (freedom from financial worries)
______ Education (continuous learning and personal growth)
______ Equality (opportunity to try or do whatever you want)
______ Excitement (involvement in stimulating, fast-paced or even dangerous situations)
______ Health (freedom from illness or physical impairments that prevent you from full enjoyment of life)
______ Independence (freedom to make your own decisions and choices without getting anyone else's permission)
______ Leisure (time to do things you want, time for personal interests)
______ Mature love (physical and emotional intimacy)
______ Mobility (ability to travel, move to or from city or rural environment, see the world)
______ Personal appearance (nice clothes, good grooming)
______ Personal distinction (being well-known, admired or influential)
______ Personal security (freedom from physical harm)
______ Self-respect (being satisfied with yourself and what you stand for)
______ Sense of achievement (feeling you have accomplished what you want, making a worthwhile contribution)
______ Social life (being an active part of a group, good entertainment, having people you like around you)
______ Wisdom (having a mature understanding of life)
______ World of beauty (enjoying nature, music, the arts)

RESUME WRITING

How long should your occupational resume be? Here are answers from some job placement specialists:

> "If your resume runs more than a couple of pages, you're either a genius or a bad writer . . . probably the latter."
>
> "Not over two pages."
>
> "All I need is enough basic information to know whether to get in touch."

Not all are in agreement, but the common complaint is the lack of specific detailed information on one's contributions to the jobs previously held.

Another criticism comes with the tendency to be all-inclusive. Listing in great detail job duties which are in the ancient past and skimping on current duties is not helpful in getting a job.

Some Rules of Thumb

1. If you are a recent graduate with not too much work experience, give details of your education. Emphasize specialties and areas of particular interest.
2. If you are experienced, highlight the most recent work. This is useful as a gauge of your capability and responsibility level.
3. List with less detail work completed five or more years ago. Include it as an indicator of your growth, versatility, or depth in a specialty. It gives evidence of your strengths applicable to today's demands.
4. List all positions held, whether of short tenure or not. If one or two seem unusually brief, offer a one- or two-sentence explanation. Don't try to hide such items; they are not unusual and will come out in your formal application. If not listed earlier, they may be to your detriment.
5. Most important: don't overwrite. Try to place yourself in the position of someone assessing a large volume of applicants for the job in which you have an interest. Write with a limited-time consideration in mind.

The Basic Format and Content for a Resume

Although resumes take different forms and shapes, here is a format endorsed by many employment interviewers:

A. IDENTIFICATION

Full name
Address
Telephone number

B. JOB OBJECTIVE OR TARGET

A statement which includes the desired job functions, type of company, and the preferred industry.

C. WORK EXPERIENCES AND DUTIES

Employer/address
Dates of employment (most recent first)
Job title

After each listing, include a statement which answers:

What were your job responsibilities?
What specifically did you do?
What were the results of your efforts?
How do these apply to the job you are seeking?

D. EDUCATION

Last school attended
Degrees, certificates awarded
Honors, fellowships, achievements
Special training programs

Include a statement which answers:

What were your major fields of study?
What skills have you developed as a result of your education?
How will these skills apply to the world of work?

E. MILITARY SERVICE

List only if significant length or related to the job sought.

F. REFERENCES

Optional. Many times the statement "References on request" is used.

EXAMPLE OF STRUCTURED FORMAT

JOHN E. SMITH
149 Walnut Avenue
Oakland, California 94602
(415) 836-4309

JOB TARGET:	ELECTRICIAN
1967 to Present	EXCELL TIRE AND RUBBER COMPANY San Francisco, California Bias machine operator Roll changer Tire builder Maintenance electrician

DUTIES:

Repair electrical timers.
Troubleshooting (faulty relay switches).
Repair tire machine cycling.
Cut fabric to appropriate size and angle.
Follow appropriate production schedule.
Secure work area (end of week or shutdown).
Assist bias machine roll changer.

ACCOMPLISHMENTS:

High weekly average in cuts.
Quality work performance.
Operated well during heavy demands.
Analyzed equipment problems.

SKILL AREAS:

Assisted troubleshooting in electrical maintenance.
Minor machine adjustment.
Increase productivity.

PERSONAL QUALITIES:

Hard worker.
Understanding.
Enjoy working with others.
Have trained others.
Active member of USMCR (Marine Reservist) 12 years.

EDUCATION:

SANTA ANA JR. COLLEGE, Santa Ana, California — night classes
HIGH SCHOOL GRADUATE — Vocational, Electric

TIPS FOR JOB SEEKERS WHEN FILLING OUT EMPLOYMENT APPLICATIONS FORMS

1. Look the application over *before* you begin to fill it out. Read everything on the form and follow the instructions.
2. Answer all questions. If not applicable, enter a dash.
3. Be sure that you enter a telephone number where you can be reached. If you have no telephone, arrange to get a number where a message can be left. Make sure that the person whose number you gave knows that the messages will be left for you. Write "M" or the word "message" by the telephone number.
4. Be sure to enter first and last name in order requested.
5. Doublecheck street addresses, phone numbers, and social security numbers to make certain they are correct.
6. Fill out the application in ink.
7. Print or type.
8. Have your social security card and driver's license with you.
9. Know names, addresses, and telephone numbers of previous employers.
10. Know what job titles or positions you held on each job. Be able to *briefly* describe your job duties
11. Know the dates you worked and the salaries you received.
12. Know what schools you attended, the locations and dates.
13. Know the names, addresses, and telephone numbers of at least three personal references (besides the former employers).
14. Know dates of military service (if applicable).
15. *Don't be careless!* Be careful. Your application is the first impression you make on the employer. You will be showing the employer your ability to think and follow instructions.

APPLICATION FOR EMPLOYMENT

BASIC INFORMATION

NAME Last First Middle Initial	SOCIAL SECURITY NUMBER	TELEPHONE NUMBER Area Code ( )

PRESENT ADDRESS Street	City	State	Zip Code

Type of Work Desired	Salary Desired	Referred by:	Date Available to Work

Previously employed by this company? Date – From: To:	Do you have a valid driver's license? State: No.	Workdays missed last year due to illness

EDUCATION AND TRAINING

		FROM Mo/Yr	TO Mo/Yr	Check Last Year Completed				Did you graduate?	List Degree or Diploma
				1	2	3	4		
HIGH SCHOOL	Name and Location								
	Course of Study								
COLLEGE	Name and Location								
	Major								
OTHER	List Graduate School, Apprentice Programs, Special Training, Technical and Service Schools								

Office Skills: Typing Speed – Electric Manual Shorthand

PERSONAL DATA

Date of Birth	Height	Weight	Describe any physical handicap, serious injury, or chronic illness

Have you ever been convicted of a felony? ☐ No ☐ Yes	If yes, for what offense?	Date, Place, and Disposition

Do you have the legal right to remain permanently in the United States? ☐ Yes ☐ No	If not, what is your Visa number?

Please use this space for any additional information or comments you would like to provide:

EMPLOYMENT RECORD – Begin with current or most recent employer, including Military Service.

1. COMPANY NAME	DATES EMPLOYED From To	SALARY Start Last $ $	Name & title of your supervisor
ADDRESS	DESCRIBE THE WORK YOU DID		
PHONE			
POSITION TITLE	REASON FOR LEAVING		

2. COMPANY NAME	DATES EMPLOYED From To	SALARY Start Last $ $	Name & title of your supervisor
ADDRESS	DESCRIBE THE WORK YOU DID		
PHONE			
POSITION TITLE	REASON FOR LEAVING		

3. COMPANY NAME	DATES EMPLOYED From To	SALARY Start Last $ $	Name & title of your supervisor
ADDRESS	DESCRIBE THE WORK YOU DID		
PHONE			
POSITION TITLE	REASON FOR LEAVING		

4. COMPANY NAME	DATES EMPLOYED From To	SALARY Start Last $ $	Name & title of your supervisor
ADDRESS	DESCRIBE THE WORK YOU DID		
PHONE			
POSITION TITLE	REASON FOR LEAVING		

5. COMPANY NAME	DATES EMPLOYED From To	SALARY Start Last $ $	Name & title of your supervisor
ADDRESS	DESCRIBE THE WORK YOU DID		
PHONE			
POSITION TITLE	REASON FOR LEAVING		

AFFIDAVIT

"I certify that the answers given by me to the foregoing questions and statements are true and correct without consequential omissions of any kind. I agree that the company shall not be liable in any respect if my employment is terminated because of the falsity of statements, answers or omissions made by me in this Application for Employment. I agree to submit to a physical examination after hire if requested. I authorize the companies, schools, and other references named above to provide information regarding me and to release personal, academic, and other records concerning me."

SIGNED ______________________ Date ____________

UNIT ON DEVELOPMENT OF JOB INTERVIEW SKILLS

11

DEMONSTRATION STRATEGY

- **Rationale and Purpose of Strategy**

The student seeking employment in a nontraditional occupation requires confidence-building and special preparation for overcoming possible resistance to nontraditional employment. Being prepared for a successful job interview is an important part of confidence-building.

- **Procedures to Follow**

Work in small groups for discussion purposes; have students form into dyads (changing partners frequently) to assist each other in developing interview skills. Plan to work in dyads before the whole group as well, gaining insights from other members of the group.

1. Use Helpful Hints About the Employment Interview to form basis for group discussion.
2. Review Questions Which May Be Asked An Applicant. Form into dyads (pairs) to practice developing positive answers to the questions.
3. Exchange partners frequently, practicing every aspect of an interview from opening handshake and review of application form to conclusion. Each team will conduct an interview before the group; follow up each interview with group critique, positive and negative insights to be offered.
4. Use a VTR (videotape) unit to film each student role-playing interview with instructor; provide immediate playback so that student can observe his/her body language, facial expressions, mannerisms while being interviewed. If time permits, do a second round of VTR interviewing to provide student with an opportunity to practice and see visible improvement.
5. Use What's Your Job Interview IQ? as a final review. Students may take review individually, discuss as a group.

- **Resources**

Helpful Hints About the Employment Interview
Questions Which May Be Asked an Applicant
What's Your Job Interview IQ?

HELPFUL HINTS ABOUT THE EMPLOYMENT INTERVIEW

How to get ready for the interview:

1. Have accurate information about yourself with you (telephone numbers, addresses, social security number, past work information and dates, etc.).
2. Have necessary papers with you (health certificate, driver's license, proof of age, union membership card if member, military records, etc.).
3. Look as if you want the job. Avoid dressing in either a too fancy or too casual manner.
4. Learn as much as you can ahead of time about the firm where you will be interviewed.
5. Know WHY you want to work for this company. Learn something about its products and the kinds of jobs it has to offer.

During the interview:

1. Carefully talk about your qualifications for the job and your interest in working here.
2. Provide information as accurately and honestly as you can.
3. If there is a silence from time to time, it's ok. Both of you may need time to think. Don't rush to fill the silence.
4. Avoid mention of your personal, financial, or domestic problems. Discuss only job-related matters.
5. Listen for clues given by the interviewer's questions or statements. Use them to convince the interviewer that you fit the requirements.
6. Have your papers arranged in a folder or portfolio for easy reference (identification, work experience summary, references, and examples of work).
7. It is much better to ask for specific types of jobs than to say, "I'll take anything you have open." Be flexible, willing, but have preferences.
8. Be ready to discuss wages or salary in a realistic way. What do you hope for? What is the local prevailing rate for the job?
9. Learn clearly the requirements of the job before you are hired. You want to do a good job; know what this is in the eyes of the employer.
10. If you are turned down, keep up your courage. Many persons do not get the first job they seek. Take your business elsewhere.

If letters of application are requested in this field of work:

1. Type or write in ink.
2. Use standard-size (8½ x 11) white paper.
3. If you can, locate a specific individual to whom to address the letter.
4. Be brief, clear, and straightforward.
5. State exactly what you are seeking.

6. Enclose information about your experience, training, and interests with dates, names, and addresses of employers, schools, references.
7. It is helpful to have someone check over your letter before you send it.

Some recurring reasons why people fail to get the job offers they seek:

1. Their appearance is not suitable for the work they seek.
2. They lack sufficient training for the work.
3. They ask for wages that are unrealistic to the job.
4. They show extreme nervousness.
5. They behave in an unbusinesslike manner. They try to play it too cool or too friendly.
6. They ask too many questions about the job benefits, giving an impression of a reluctance to do work.
7. They are cold, distant, and unfriendly.
8. They fail to show up for an interview at the appointment time. This gives the impression that they would work the same way.
9. They take a second person with them when they are looking for a job.
10. They turn in sloppy or incomplete job applications. This indicates a lack of attention to important details.

QUESTIONS WHICH MAY BE ASKED AN APPLICANT

Following are questions commonly asked of an applicant during a job interview:

1. Tell something about yourself (past work history, goals, schooling).
2. Why do you think you'd like to join our company?
3. For what type of work are you trained? If you are not interested in doing this type of work, explain why you want to change.
4. In what ways are you qualified for the position for which you are applying?
5. What kinds of machinery or equipment do you operate?
6. What shifts are you available for work (days, nights, graveyard, etc.)?
7. Do you have any family problems that would keep you off the job?
8. How do you plan to get to work? What kind of transportation?
9. In the position for which you are applying, what is the minimum salary you would accept?
10. If you were hired, what date could you start?
11. Can you give the names and addresses of three personal references?
12. Do you have any physical restrictions on the type of work you may be asked to do?
13. If there are gaps in your work history record (three or more months), can you give the reasons for them?
14. Why have you had so many short-term jobs (if applicable)?
15. Have you ever been fired from a job? How did this come about?
16. What were the reasons for leaving your last job?
17. Have you ever been arrested? If so, what were the circumstances?
18. Do you have friends or relatives who work here? If so, what are the relationships?
19. Do you like working with other people or do you prefer to work alone?
20. Would you rather take orders or give them?
21. What high school did you attend? What were your best subjects? What were your most difficult subjects?
22. If you did not graduate from high school, do you have any plans to get your diploma? If so, what are they?
23. Can you provide a transcript of your grades?
24. Have you attended any college or university? If so, what is your major? Did you graduate? What degree(s) do you hold?
25. Do you have any questions you'd like to ask?

Study and think about the above questions. Be able to answer each one without hesitation when asked. Some forms of these questions may also appear in the written application. Have the information to answer them with you whenever you are job-seeking.

Be HONEST and OPEN in answering such questions. Few applicants do not have some things that have happened to them that they'd rather not talk about. However, it is far better to be employed with good understanding than to waste energy worrying about some fact which may cause embarrassment and even discharge at a later date.

For practice, have someone ask you these questions as if they were the job interviewer. Job interviewing is a *skill*, just like driving an automobile; you can learn to do it correctly and well by serious practice.

WHAT'S YOUR JOB INTERVIEW IQ?

Here's a chance to test your knowledge of the skills of job-finding. Even if you're not looking for a job at this moment, this is good information to know. After all, most of us spend about one-third of our time working, so it is important that our job is something we want to do.

1. If you are employed and seeking a position, does it matter whether you are involved in some voluntary types of activities?
   YES ____ NO ____ NOT SURE ____
2. If you happen to be hurting for money, should you share that with a prospective employer?
   YES ____ NO ____ NOT SURE ____
3. Do you believe that the way you dress has an influence on the outcome of an interview for employment?
   YES ____ NO ____ NOT SURE ____
4. When greeting the prospective employer, should you extend your hand *first?*
   YES ____ NO ____ NOT SURE ____
5. On your previous jobs, if you have been praised for some things you did well, should you mention it in the interview?
   YES ____ NO ____ NOT SURE ____
6. Some persons are uncomfortable during the interview; if you are this way, does it help to rehearse in advance what you may be asked?
   YES ____ NO ____ NOT SURE ____
7. If there is a lull in the interview, should you overcome it by "making" conversation?
   YES ____ NO ____ NOT SURE ____
8. Is it OK to volunteer some reasons why you may wish to work for the firm if the interviewer doesn't ask for them?
   YES ____ NO ____ NOT SURE ____
9. Does it help to bring with you a written statement or resume about your previous work, education, and training?
   YES ____ NO ____ NOT SURE ____
10. Is it desirable to ask questions about the company's work objectives?
    YES ____ NO ____ NOT SURE ____
11. Is it OK to ask about what the job pays?
    YES ____ NO ____ NOT SURE ____
12. You have friends who have worked several years for the company. Is it a good idea to mention them?
    YES ____ NO ____ NOT SURE ____
13. The interviewer asks what salary you expect. You do not wish to quote a figure that is too low or too high. Should you give an exact figure?
    YES ____ NO ____ NOT SURE ____
14. In your last job, there were several things you didn't like about the firm. Should you give a full account of these to the prospective interviewer?
    YES ____ NO ____ NOT SURE ____
15. After the interview, would you send a followup thank-you letter to the employer?
    YES ____ NO ____ NOT SURE ____

ANSWERS TO JOB INTERVIEW IQ QUESTIONS

1. YES. You are in a much more competitive position when you are actively involved in some form of activity in the community than "just looking for a job."

2. NO. The prospective employer is not a social worker.

3. YES. Many job opportunities have been lost by not dressing appropriately. Be presentable, but there is no need to be overdressed.

4. YES. It shows an understanding of good manners.

5. YES. Employers are interested in knowing about things you do well.

6. YES. Most interviewers will ask for some basic information on experience, education, and training. Rehearsing this avoids a hesitant or stumbling manner in response.

7. NO. This is not a social engagement. Do not be threatened by silence. Let the interviewer control the flow of conversation.

8. YES. A show of interest from you may strengthen your appeal to the employer.

9. YES. It shows you mean business and gives you a better chance to fill out the application form without missing important points.

10. YES. Your interest and alertness are usually appreciated.

11. YES. It is a legitimate inquiry. Besides, if the salary is too low, you may not be able to be interested in the job being discussed.

12. YES. If you're sure that the company holds your friends in high esteem, link yourself with them. If you don't know, silence is the best course of action.

13. NO. It is better to say that you'll accept the prevailing pay and that it is the opportunity you are seeking. Or, give a salary range from which you can negotiate.

14. NO. If you bad-mouth a previous employer, many interviewers may fear that you are a troublemaker.

15. YES. It shows good manners and followthrough. It can add to the good impression you made.

12

DEMONSTRATION STRATEGY

TARGETING ON THE JOB MARKET

- **Rationale and Purpose of Strategy**

Developing skills for conducting a successful job search with minimal stress and within a brief period of time are especially needed by students seeking employment in nontraditional occupations.

- **Procedures to Follow**

Working individually and in groups, have students consider job market information sources, locate employers seeking workers, set up a time and carry out interviews with appropriate employers.

1. Each student will list resources for finding the job he or she is seeking. These may be specific firms or sources of job information. Discuss within groups. Each student will present the job being sought and the resources he or she has listed; the group will assist each individual in expanding the resource list. Use the Seeking Job Information worksheet included here.

2. Use telephone directories and have students locate private employment agencies, list specialized employment services offered. Discuss in groups the use of such business/technical agencies, methods of operation, and fees charged to employer or job-seeker.

3. Have each student list several ways his or her job may be listed in newspaper want ads. Use newspaper want ad sections and attached worksheet, How to Read the Want Ads, to assist students in developing a list of related job categories. Ask students to locate employment-related abbreviations in ads (i.e., exp. req.); discuss in group. Survey want ads for "blind" ads (post-office box responses) and ads giving name, telephone number of persons to contact. Discuss these two kinds of advertisements in group.

4. Each student will, after locating an appropriate want ad in the newspaper, call the prospective employer and set up a date and time for a job interview. If appropriate, students will feed back to the group information about the interview process and results.

5. Have each student develop a job search activity log sheet. On it, list the names of firms to be contacted, address, phone number, date of interview, and person to be contacted.

- **Resources**

Seeking Job Information
How to Read the Want Ads

SEEKING JOB INFORMATION

When you begin to look for a job and are trying to decide where to apply, take advantage of information and assistance. As many of these sources as possible should be consulted.

RELATIVES AND FAMILY FRIENDS – Studies of high school graduates show that relatives and family friends can provide valuable employment information. They may know of vacancies and of new jobs at the firms where they work.

FRIENDS – If you have friends or acquaintances who are employed in fields of interest, ask them to help you request interviews. Often employers fill vacancies with friends of relatives of current employees.

TEACHERS, COUNSELORS, CAREER ADVISORS, AND JOB PLACEMENT PERSONNEL – In your community colleges, these people often have information about employment opportunities.

WORK EXPERIENCE COORDINATOR – Your school may have a teacher who spends part or all of his or her day as an employment coordinator for students. The coordinator maintains a list of jobs available to students as well as for recent graduates. Ask him or her for suggestions and recommendations. Be prepared to describe the kind of job that you are seeking. Describe your interests, abilities, training, experience, and education.

CALIFORNIA EMPLOYMENT DEVELOPMENT DEPARTMENT – This department (EDD) has offices located throughout the state. It gives information about job needs and helps workers to find employment. The EDD is listed in your telephone directory.

WANT ADS – Newspapers and trade magazines carry a "help wanted" section in the classified ads section. In some ads, you are requested to apply by letter. It may be wise to include your resume.

PRIVATE EMPLOYMENT AGENCIES – Private employment agencies are engaged in finding jobs for people. The fee for locating a new employee is usually paid by the employer. Be sure to ask *first* about who pays the fee. If you do, get all the facts before you sign. Usually private employment agencies should be consulted after you have checked with the public agencies and the employment offices of private businesses.

CIVIL SERVICE – Thousands of men and women are employed by city, county, state, and federal governmental agencies. These are excellent sources for nontraditional employment. To find out more about these opportunities, contact the personnel office of each agency or check job postings for these agencies in your local library. You can learn where the personnel offices are located by using your telephone directory.

LARGE FIRMS – Many concerns have established personnel departments, whose responsibilities are to select the right kind of workers, to orient them to the jobs for which they are best fitted, to train them so that they may become proficient workers, and to counsel them regarding personal problems. Inquire at those firms which are of interest to you.

SMALL FIRMS – Many opportunities also exist among the thousands of small firms in the metropolitan area. Select those firms which are of interest to you and communicate with the owner or manager. Give each contact your resume.

UNIONS – If there is a union representing your intended occupation, communicate with its representative in regard to employment, membership, and apprenticeship opportunities. If you do not know of a union in your field, communicate with the Human Resources Development Institute, Los Angeles County Federation of Labor, AFL-CIO. Its representative will be able to provide you information regarding the following: (1) unions which are active in various trades and where they are located; (2) how to apply for membership in a union; (3) job opportunities within the trade; (4) how to apply for apprenticeship opportunities; (5) how to obtain appointments for job interviews; and (6) where to obtain employment counseling.

HOW TO READ THE WANT ADS

QUESTION

Finding a job through the want ads is impossible! The type of job I want is never there, and very few companies list the salary they'll pay me. What good are these ads if they don't help people find jobs?

ANSWER

You're right. The classified ad section in a big city paper can be very confusing. But reading the classified ads can be a very useful and inexpensive way of finding a job. Here are a few tips on what these ads are supposed to do and how you can use them for your own advantage.

JOB LISTINGS

All job categories are listed alphabetically. For example: Accounting Clerk is listed before Beauty Operator. Cashier is listed before Dental Receptionist. So if you are looking for a Secretarial job, look for listings that start with the letter "s." There is no need to waste your time reading all the classified ads that are listed "a" to "r."

ALTERNATE CATEGORIES

Many times the type of work you can do is listed under several categories, not just one. For example, if you are looking for a General Office job, several different sections of the ads may list the kinds of jobs that interest you:

Billing Typist
Clerk
Clerk Typist
Credit Verifier
Dictaphone Transcriber
General Office
Insurance Typist
Legal Trainee
Market Research Assistant
Medical Receptionist
Office
Personnel Clerk
Receptionist
Secretary
Typist

Be sure to check all sections that list jobs you can do.

AREA AND TRANSPORTATION

If no address is given in the advertisement, you can telephone the office for the exact address. If you will be going to work by bus, be sure to check the bus schedule and daily traveling time *before* you make the appointment for an interview. There is no sense wasting your time (and bus fare) to get to an interview if it is too far to travel on a regular basis.

SALARIES

Most employers do not publish salaries in their ads. Don't let this bother you. These employers want to meet you, tell you something about their company, and learn more about your skills before quoting a salary. Employers pay more money to people with better skills and some work experience. If you have light skills and very little work experience, expect to earn less. When you become more valuable to the company, your employer usually will reward your improvement with a raise.

"NO EXPERIENCE NEEDED"

When you read an ad that says no work experience needed, be aware that the pay is low. If you go on an interview for this kind of job, be sure to inquire about their policy on raises, how long it would take you to learn the job, and how soon you could expect a raise.

MAKING AN APPOINTMENT FOR AN INTERVIEW

If a phone number is given, call and arrange for an appointment. If you don't make an appointment before going to the company, you may be told it's not possible to be interviewed that day. Or, if you can be interviewed, you may have to sit and wait a long time before it's your turn.

If no phone number is given in the ad, the company does not want you to call. They expect you to come directly to their office and wait to be interviewed. If you expect to wait, it is okay to bring along a book or magazine to read while waiting. It is better to do this than to get impatient and angry while waiting for your turn!

USE THE PHONE

If it is important to have a specific work schedule (that is, if you must get home at a certain time, or if you have a ride to and from work), be sure to telephone the company and ask them their regular work hours. There is no sense in your spending many hours filling out application forms, having the interview, and traveling back and forth if the work schedule would be impossible for you. There are lots of other companies that have the schedule you need.

If you have certain skills that may or may not be useful for the job advertised, telephone the company and get the information you need. For example: Many secretarial jobs do *not* require shorthand. If you do not have shorthand, you still will be able to apply for some secretarial jobs. But find out ahead of time which companies do not require this skill. There is no sense in wasting your time at companies where they *do* require shorthand on secretarial jobs.

LOCAL NEWSPAPERS

Community newspapers print classified ads that may be very valuable to you, because they are usually jobs close to your home. Placing ads in a local paper costs the company less than placing them in the metropolitan paper, and the employer knows that people in the neighborhood are reading the ad. Be sure to read the ads in your local paper. You know the company wants to hire local people, and you will find it easier to get there for the interview.

13

DEMONSTRATION STRATEGY

ASSESSMENT OF SUCCESSFUL PLACEMENTS

- **Rationale and Purpose of Strategy**

One of the primary steps in assessing successful placements is to determine through followup what completers/placements are doing. Both the state and the federal guidelines for vocational education indicate that a followup study should determine some measure of job satisfaction as well as the actual number of completers who were placed.

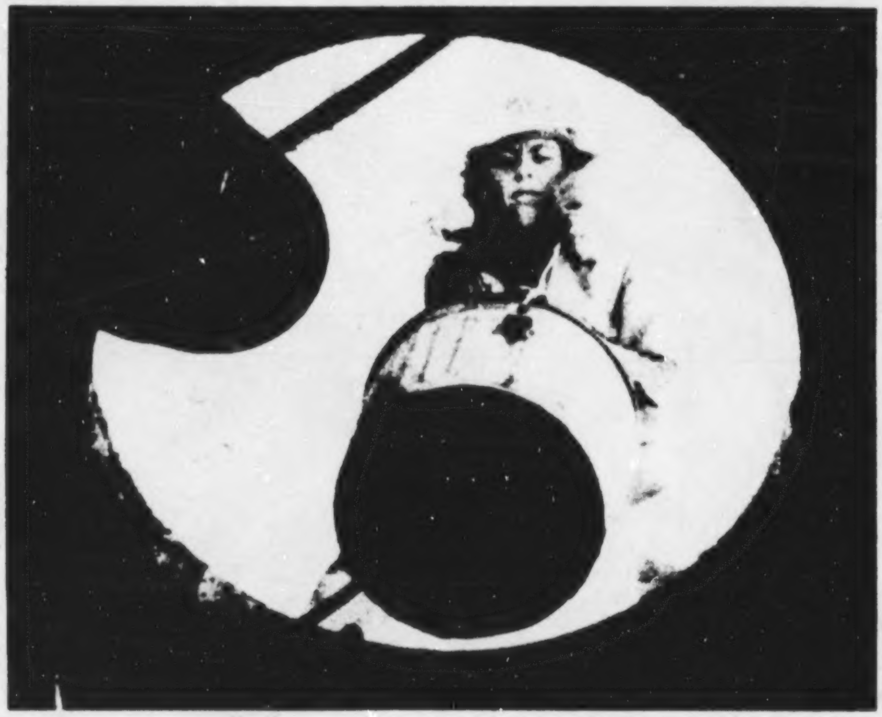
- **Procedures to Follow**

The basis for determining the degree to which placements were successful begins with some basic assessment of the numbers of enrollments, completers, and those placed. Beyond the basic data is some qualitative information that is necessary if programs are to keep in touch with completer success and satisfaction and to make adjustments to the curriculum to better meet the needs of those enrolled. The worksheet provided is for individual instructors.

1. Enter on the worksheet the number of males and females that were enrolled, completed, and were placed. (Assessment Information Sheet)
2. Check your perceptions about the items listed such as placement services, jobs, salaries, promotions, and benefits.
3. After you have rated your perceptions, select several males and females for actual followup to see if your perceptions are accurate and if changes need to be made to reflect more closely the job situation. (Job Placement Data Sheet)
4. After review and followup, review your curriculum to see if jobs obtained are a result of the curriculum you teach or if the curriculum needs adjustment to meet current enrollment needs.

- **Resources**

Assessment Information Sheet
Job Placement Data Sheet



Date ____________________ USOE Code ____________________

ASSESSMENT INFORMATION SHEET

Item of Information	Number of Males	Percent of Males	Number of Females	Percent of Females	Comments
Students enrolled last semester					
Students completing last semester					
Students placed in a related job who completed training					

Check your perception of general level of satisfaction with item	High	Satisfactory	Unsatisfactory	High	Satisfactory	Unsatisfactory	Comments
With job placement services of college							Most common job placed in:
With job placed in							
With starting salary							Range:
On-the-job training provided							
Promotional opportunities in the job							
Fringe benefits provided							

The above perceptions were based on which of the following types of data:

___ SAM ___ Informal followup ___ Discussions with former students

___ Formal followup ___ Formal contacts with employers ___ Other: Specify ____________________

Next step is to follow up several male and female completers to see if perceptions are accurate.

Interviewer ____________

Date of
Student Contact ____________

Date of
Employer contact ____________

JOB PLACEMENT DATA SHEET

Sex: M ☐ F ☐

Name of Student ____________

Home Address ____________ Zip ____________

Telephone No. ____________

Name of Firm or Employer ____________

Address of Firm ____________

Name of Supervisor ____________

Telephone No. ____________

(To be completed prior to contact)

Vocational Program Completed ____________

Date of Program Completion ____________

Prepared for Specific Occupation of ____________

(To be asked of former student)

Are you employed? ____ Yes, full-time ____ No, looking
____ Yes, part-time ____ No, not looking

Are you going to school?
____ Yes, taking classes related to vocational training
____ Yes, taking advanced or upgrading classes
____ Yes, but not related to vocational training
____ No

If employed, what is your job title? ____________

What are your job duties? ____________

____

Hours worked weekly? ____ 40 ____ 30-40 ____ 20-30 ____ less than 20

What was your starting salary? ____________ Current salary? ____________

What is the salary range of the job you do? ____________ to ____________

(continue)

To be asked of former student:	Good	OK	Not OK
1. Did the college help you find a job? Yes _____ No _____			
If yes, was the job placement service helpful?	_____	_____	_____
2. Are you satisfied with your job?	_____	_____	_____
3. Were you satisfied with your starting salary?	_____	_____	_____
4. Were you satisfied with the on-the-job training received?	_____	_____	_____
5. Were you satisfied with promotional opportunities offered with the job?	_____	_____	_____
6. Do you receive a fringe benefits package? Yes _____ No _____			
If yes, are you satisfied with the package?	_____	_____	_____

Explain any "not OK" answers below:

(continue)

To be asked of employer:	Good	OK	Not OK
1. Were the specific job skills provided by our vocational training program adequate for the job for which the employee (former student) was hired?	______	______	______
2. Are the job attitudes of the new employee acceptable?	______	______	______
3. Are the basic computational skills and reading skills adequate for the job for which the employee was hired?	______	______	______
4. Are the employee's skills adequate for promotional opportunities?	______	______	______

5. What suggestions do you have for increased training skills prior to employment for the type of job this employee is performing?

____

____

____

6. Would you hire future students completing our program for similar-type jobs? ____ Yes ____ No

Why? ____

____

____

7. What are your future employment needs and what types of skills will they demand?

____

____

____

____

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